

# the new hampshire

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a special edition  
**THE TRUSTEES  
OF THE UNIVERSITY**



*David*



## An explanation

Two months ago we began research for a special edition on the trustees of the university. We began this project because we knew the trustees had the legal power to control every aspect of this university, but we knew little about the men who control this power.

Since we began, the trustees have restricted the visit of three controversial speakers, voted against unlimited visitation hours which had been approved by the University Senate, and are now faced with the task of selecting a new president of the University.

There is no question that the trustees are very powerful men. The charter of the University of New Hampshire, section 187:8 reads in part, "The Trustees shall have the management and control of all property and affairs of . . . the University of New Hampshire, and all its divisions and departments, including the Keene state college and the Plymouth state college." And their use of this power has been clear this year. But who are the trustees? What are their backgrounds? Where are their heads?

We have interviewed 16 of the 24 members of the board. We did not attempt to interview the six ex officio trustees, the men who are automatically on the board because of the positions they hold. They include the Governor, the Commissioner of Agriculture, the Commissioner of Education, and the presidents of the three state colleges.

We were not able to interview two regular members of the board. We went to the office of Dr. Norman Berube in Manchester on April 14, but were told by his secretary that he would not be able to keep his appointment. We tried on numerous occasions to reach the doctor by telephone but he has never returned the calls as requested. We still have not been able to talk to him personally. One conversation with his secretary went as follows:

*THE NEW HAMPSHIRE: Is Dr. Berube there?*

*Secretary: Yes, may I ask who is calling?*

*THE NEW HAMPSHIRE: I'm calling for the UNH student newspaper.*

*(pause)*

*Secretary: I'm sorry the doctor is not in the office.*

Philip W. Daland of Durham is not to be found. We attempted to contact him several dozen times without success.

The other trustees agreed to talk to us. Most were cooperative and eager to explain their views. The interviews were taped and later transcribed verbatim. Some questions have been deleted, some answers have been shortened, some grammar has been corrected. But we have made a sincere attempt to accurately and unbiasedly report what was said.

## Time for a change

In 1963 the trustee system was revised. At that time Keene, Plymouth, and the University were placed under one Board of Trustees. This was done to make Keene and Plymouth truly part of the higher educational system, to put them on the same level as the University.

The time has come for another revision. This revision would make students truly part of the higher educational system in New Hampshire. It would allow them to have a say in setting policy in the institutions that are there to serve them. It would put them on the same level as other citizens of the state who are currently represented on the board. It is time to put students on the Board of Trustees.

The need for student trustees is clear. It is obvious from recent decisions that most of the trustees are not aware of the daily frustrations faced by students on the campus. They do not understand the needs of students. They are not aware of what students are concerned about, what motivates student proposals and activities. And this is not surprising when you consider that the main source of input into the trustees comes from the administration. The goals of the administration are often different from those of students. One interest group simply cannot represent another.

Students have a right to be represented. It is their University. They are the ones who will suffer if the institution is badly managed. Most of the students here are also citizens of the state of New Hampshire. Just as much so as any doctor, lawyer, businessman, or farmer.

Then why aren't students represented on the board? How do the trustees justify this? Some say that students are too immature, too apathetic, or are adequately represented now. We do not agree. All of the trustees who expressed opposition to student representatives failed to give examples that justify their lack of confidence. We feel it is time to give students a chance.

An encouraging number of trustees agree. We can only hope that one of them will take the initiative to propose this to the board. It is time for a change.

Many of the trustees questioned the interviewer for as long as an hour and a half before or after the interview. The trustees are interested in what the students are thinking. But in the present system they have little opportunity for dialogue, and are uninformed. Students on the Board of Trustees would help to solve this problem.



*"But, wait a bit," the Oysters cried,  
"Before we have our chat;  
For some of us are out of breath,  
And all of us are fat!"  
"No hurry!" said the Carpenter.  
They thanked him much for that.*

Lewis Carroll

## the new hampshire

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# Trustees have 'the management and control of all the property and affairs' at UNH

by Jonathan Hyde

Who are the Trustees, what powers do they have and how do they work? These questions have become of increasing importance to students as they become aware, through such issues as the parietals decision, of the presence of a decision making body whose powers supersede that of the University Senate.

There are 24 trustees, all of whom receive no pay but may be reimbursed for expenses incurred in their work. Six of the trustees are ex officio members: the Governor, Walter Peterson; the Commissioner of Agriculture, Frank Buckley; the Commissioner of Education, Newell J. Paire; and the Presidents of UNH, Keene, and Plymouth, John W. McConnell, Leo F. Redfern, and Harold E. Hyde. Four trustees are elected by the UNH alumni, and one each by the alumni of Keene and Plymouth. The remaining 12 trustees are elected by the governor with the advice and consent of the governor's council.

All elected trustees serve for four year terms. Restrictions on membership specify that two members of the board must be farmers and that both major political parties be represented.

The average age of the present board is in the early fifties and their occupations range from educator to doctor. Of the 12 trustees appointed by the governor, six are attorneys.

## Power of the Trustees

The definition of the power of the Board of Trustees comes from the Charter of the University of New Hampshire. It states: "The Trustees shall have the management and control of all the property and affairs of the New

Hampshire college of agriculture and the mechanic arts, the University of New Hampshire, and all its divisions and departments, including the Keene state college and the Plymouth state college." The Charter also outlines specific powers of the trustees, including the power of appointing presidents for the three schools.

In actual practice, the trustees concern themselves mainly with the formulation of policy and delegate administrative decisions to the University itself. Administrative decisions are however often sent to the board for confirmation. The definition of policy making and administrative decisions is imprecise so that on occasions even within the board there exist differences of opinion on whether a decision is policy or administrative. The tendency is for a liberal interpretation of the term "policy making". The decision to construct Christensen hall, for instance, was considered a policy decision and as such was approved by the board.

## Method of Functioning

Under the by-laws, the board is obligated to meet at least seven times per year but normally they meet on the third Saturday of every month except August. With the exception of one meeting at Keene and one at Plymouth, all regularly scheduled meetings are in Durham.

The meetings are open to the public except for committee meetings and executive sessions of the board. There is one faculty and one student observer invited from each campus. From UNH the observers are normally the chairman of faculty caucus and the president of the student body.

In order to transact business, there has to be a quorum of 12 members present, the only exception being when the election of a new college president is taking place at which time it is necessary to have 14 affirmative votes.

There are usually several staff members of UNH present at the board meetings in an advisory capacity. These include Arthur Grant, assistant to the president; Eugene Mills, academic vice president; Norman Meyers, vice president-treasurer; Richard F. Stevens, dean of student affairs; and Robert Sandberg who acts as press officer.

## Committees

Most matters presented to the Board of Trustees for action go before one of the nine standing committees which study the subject and submit a report to the full board. The most active committees are: the executive committee, the finance and budget committee, the personnel committee, and the property committee. Other standing committees are the agricultural affairs committee, the alumni relations committee, the planning and development committee, and the educational policy committee.

The student affairs committee advises the board "on all matters concerning student rules, student government, and programs of academic and social importance initiated by students."

The executive committee consists of at least five members of the board including the chairman, vice chairman and secretary of the board. It is empowered to act on behalf of the Board of Trustees, between regular meetings, provided that the decisions are subsequently approved by the full board.

## Two students serve on the Board of Trustees at Brandeis

by Ronald A. Winslow

Two undergraduate students at Brandeis University have been serving on that institution's Board of Trustees since March in a combination voting and advisory role.

The students, along with a graduate student, four faculty members and several administrators, are voting members of the eight trustee sub-committees which make policy decisions subject to final trustee approval.

When the 40-man Board meets to approve or disapprove the sub-committee reports, the students, faculty and administration may participate in the discussion, but may not vote on the reports.

Alan Alter, one of the student members who was elected by the student body in January, thinks student input has been valuable at Brandeis.

"Members of the Board are very interested in what we have to say," Alter said, "and often ask us to voice our opinions. They are eager to have us there."

None of the student, faculty and administrator committee members are allowed to attend executive sessions of the Board, according to Alter, but they try to make clear their views on matters before the trustees go into private session.

"If we know a given faculty member's financial arrangements are coming up in executive session, we will ask that his merits as a teacher be discussed ahead of time," Alter explained.

Alter conceded student influence in trustee decisions is hard to determine. "It is hard to say that two students change the minds of 40 men on a given issue," he said, "but I think we've made them think harder and evaluate their decisions more thoroughly before they are made." He also said the Board almost always approves the committee reports.

The student input is also valuable as an information source, with a different viewpoint from the administration, Alter says. "When the University President reports monthly to the Board on the state of the University, he gets his in-

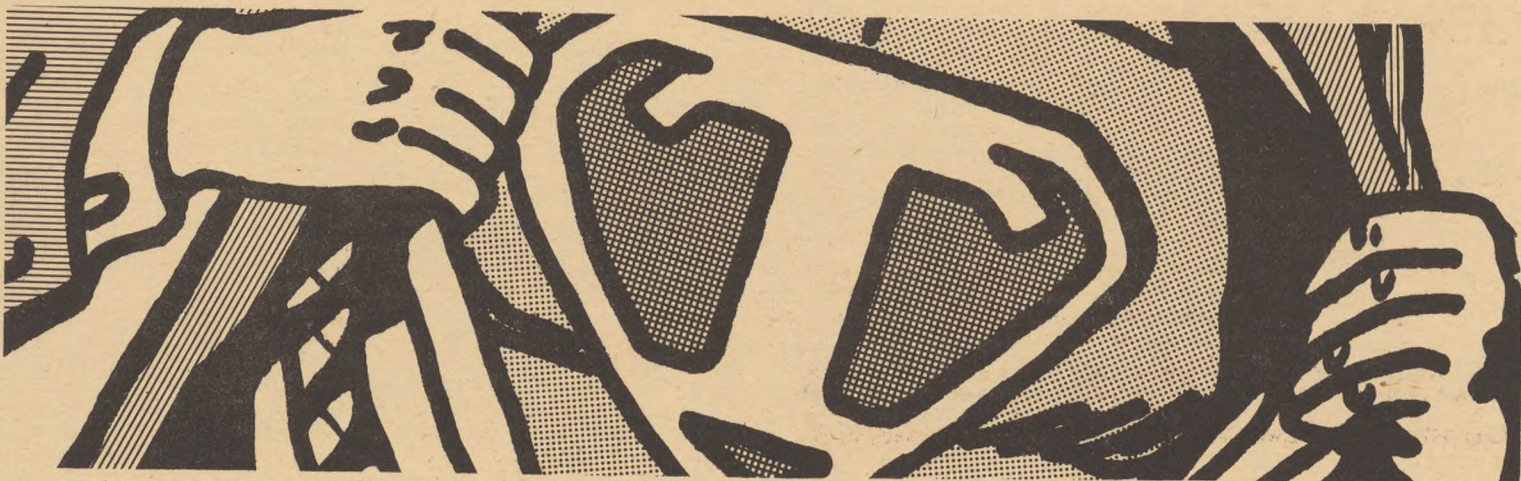
formation through those who work in the president's office or in the Dean of Students office," he said.

"I made a report at last month's meeting on strike activities on campus. The information I presented was different and I think presented more facts than the president had available. I've been closer to the strike than he has," Alter said.

"I think student representation is good, if only to keep board members better informed about student thoughts and student ideas and exactly what's going on on the campus," he said.

The proposal to have students sit on the Board came not through any crisis situation, but at a meeting last summer in which students, faculty, administrators, trustees and alumni discussed the future of the University. "One of the proposals from that meeting was the present student representation on the Board," Alter said.

The students report back to the student body through the Student Council or through the student newspaper, he said.



THE TRUSTEES OF THE UNIVERSITY



# Fred W. Hall, Jr.

**"I believe that in New Hampshire the Board of Trustees has been essentially responsive to the various constituencies which it serves."**

**EDITOR'S NOTE:** Fred W. Hall, Jr. is chairman of the Board of Trustees and is a partner in the law firm of Cooper, Hall and Walker of Rochester. He was active in the ROTC program while a student at UNH. He received his BS in 1941. A retired Lieutenant Colonel in the U.S. Army Reserves, Hall served over four years of active duty in North Africa, Sicily, and Europe during World War II as a combat infantry officer. He was with the first U.S. Infantry Division. He was recalled to active duty during the Korean War. Hall graduated from the University of Michigan Law School in 1948 and was admitted to the New Hampshire Bar the same year. A member of the Governors Council in 1963 and 1964, he has also been Strafford County attorney and Rochester City attorney. Hall was president of the New Hampshire Bar Association in 1965. He was director of the Alumni Association for three years before his appointment to the Board of Trustees. This is his second year as Chairman of the Board. He was appointed to the board in 1966 by Governor John King. Hall has also served on the Board of Trustees for the New Hampshire State Prison and on the Board of Parole.

Rochester, N.H. May 14, 1970

**THE NEW HAMPSHIRE:** Mr. Hall, do you think that the Board of Trustees system as it is currently set up and functioning can adequately make decisions for the schools that it serves?

**HALL:** Mr. Brodeur, at the outset let me say at this interview I will attempt to answer your questions as an individual member of the Board of Trustees and not as its chairman and that I do reserve the right to alter my opinions, alter whatever action might be required by any situation that the board has before it based upon such facts and information that become apparent. Now, to attempt to answer your question, the Board of Trustees in New Hampshire and I believe in most other states is a traditional means of providing authority to act as the representative of the state within the legislatively granted authority to oversee the function of the University. I believe that in New Hampshire the Board of Trustees has been essentially responsive to the various constituencies which it serves, namely the people of New Hampshire, the government of which it is a part and the constituencies of a campus community.

**THE NEW HAMPSHIRE:** Do you see any way that the Board of Trustees' system might be improved?

**HALL:** Well I'm sure that any system can be improved. I think that its responsiveness is the essential thing to be gauged, that is, its responsiveness to its responsibility in the light of whatever the changing conditions may be.

**THE NEW HAMPSHIRE:** What would you think of the suggestion of having 50% of the board composed of students?

**HALL:** Personally I can't see that this suggestion serves the interests of the state or the academic community. Students are a very transitory group. Students come and go. Their interests should be heard, their interests should be given consideration, but to suggest that they be given a 50% representation to me doesn't make very much sense.

**THE NEW HAMPSHIRE:** Do you think it would be beneficial to the board to have some students on it. This is now done, I believe, at the University of Massachusetts.

**HALL:** I am undecided about this. A year ago a bill was put into the legislature to have student representation on the board. I appeared in opposition to the bill, not being opposed to student representation but because it created in New Hampshire particular problems where the University system is responsible for three institutions. The same conditions exist in many other states. We have attempted here to overcome this deficiency and the fact that the trustees are a legislatively created body by inviting student representatives from the three colleges, that is the University and the two state colleges, to attend our meetings, to have available our agenda, to have an opportunity to speak on the issues that are before the Board of Trustees. They do not have a right to vote, however I'm not sure that is essential to being heard and I feel that their participation in our meetings in the last two years has been very beneficial. I might say that

we have done the same thing in respect to faculty representation.

**THE NEW HAMPSHIRE:** Do you think that there is currently enough dialogue between the Board of Trustees and the student body?

**HALL:** I'm not sure how to answer that question.

**THE NEW HAMPSHIRE:** To be more specific, when a decision comes before the Board of Trustees that will affect the life styles of students, do you think that the Board of Trustees has enough contact with students to be able to make an intelligent decision?

**HALL:** I think the trustees have made an effort to have enough contact through our student affairs committee, through the student representatives who appear at our Board of Trustee meetings and have an opportunity to be heard so that the student wishes are weighed in terms of our responsibility to the University community and the people at large.

**THE NEW HAMPSHIRE:** President McConnell, as you know, has announced that he will resign in June of 1971. Do you think it is important to involve students and faculty in the selection of President McConnell's successor?

**HALL:** I think it is important and the Board of Trustees has authorized me to choose a search committee and letters, as a matter of fact, have been sent out to faculty and student representatives requesting that they nominate members of their constituency to be included on the search committee. This I might say was done last year in a choosing of a new president for Keene State College.

**THE NEW HAMPSHIRE:** What personally do you think are the most important qualifications in a man who is to be a candidate for the presidency of a university?

**HALL:** That's not an easy question to answer. There are qualifications which no man can fulfill. If you want to be a paragon of virtue, it seems to me that we need a man of innate common sense who has an ability as an administrator, who has a strong bond of feeling for the campus community, and I mean students and faculty, and who also has an ability to communicate with the larger constituency which is the state of New Hampshire through its legislature in order to perform this function. I am sure that there are many other attributes, but it seems to me that these are essentially a man of strong imaginative character and indefatigable energy.

**THE NEW HAMPSHIRE:** How would you interpret the state's vision of the University system in New Hampshire? In other words, how do you think most of the people of New Hampshire look upon the University system?

**HALL:** I think the people of New Hampshire are proud of the University system. The University system has offered a small essentially rural type of state the opportunity for its children to seek and have higher education and to enter into strengthening the fabric of our society. The University system at the present time in New Hampshire is under severe attack, but I have great confidence that most of our citizens remain confident in the viability of providing an education for their children.

**THE NEW HAMPSHIRE:** What do you see as the main reason then for the state's relatively low contribution to higher education as compared to other states?

**HALL:** It's very simple. The state of New Hampshire hasn't had the resources to provide more for education than for other state functions. We on a balance have had our fair share of the money available.

**THE NEW HAMPSHIRE:** Do you as a trustee have any

direct contact with the state legislature or in effect do you do any lobbying for the University?

**HALL:** I would say that I have contact with the members of the legislature and I think one of our functions is in effect to lobby for the legislature from the University. I'm not sure that's quite the way I want to put it, but certainly to represent the University and its importance to the people of New Hampshire as well as the student body that's there to the legislature.

**THE NEW HAMPSHIRE:** Do you think that everyone who graduates from a New Hampshire high school is entitled in some way to continuing his education?

**HALL:** The simple answer is yes.

**THE NEW HAMPSHIRE:** Do you think that is being met at the moment?

**HALL:** I think there are efforts being made to meet it.

**THE NEW HAMPSHIRE:** The University currently has a quota for out-of-state students. Do you think this quota system of limiting out-of-state students is wise and necessary?

**HALL:** Well, the quota system is essentially something that is imposed by the legislature. It's a function that the government is entitled to discharge and I see no reason to quarrel with it.

**THE NEW HAMPSHIRE:** What about ROTC? Do you think ROTC has a place in the University community?

**HALL:** I certainly believe that it does.

**THE NEW HAMPSHIRE:** For what reason?

**HALL:** Well the ROTC represents one important function of our society; that is, the maintaining of a military force is an important function of our national government. The ROTC is one of the sources of input for people to that force. It's a voluntary program. It is a traditional program and I think that young men and women who wish to have an opportunity to serve in our Armed Forces should find this opportunity on the college campus as well as find it in some more limited or segregated fashion.

**"The university system at the present time in New Hampshire is under severe attack, but I have great confidence that most of our citizens remain confident in the viability of providing an education for their children."**

**THE NEW HAMPSHIRE:** My final questions are on the University newspaper. What generally has been your impression of THE NEW HAMPSHIRE over the past year?

**HALL:** It varies.

**THE NEW HAMPSHIRE:** Generally?

**HALL:** Yes, generally. I have read most editions of THE NEW HAMPSHIRE and I say it varies.

**THE NEW HAMPSHIRE:** Do you think there should be any censorship of a university newspaper? There is none at the moment in New Hampshire.

**HALL:** I don't like some of the things that I read but I think to answer that question specifically, I would say no.



# Richard H. Keefe

**"I think the trustees would be shirking their duties if they permitted either the students or the faculty or the alumni to say who would be the next president of the University."**

**EDITOR'S NOTE:** Richard H. Keefe is Clerk of Strafford County Superior Court in Dover. He attended Dover public schools and graduated from the University of New Hampshire in 1932. He received an LL.D. from the Boston University Law School in 1939 and served in the U.S. Navy from 1942 to 1946. Keefe was assistant United States Attorney for one year after World War II. His wife is the former Dora Peery and they have three children. A son, David, is a student at the University. Keefe was appointed to the Board of Trustees in 1968 by Governor John King.

Dover, N. H. April 13, 1970

**THE NEW HAMPSHIRE:** Mr. Keefe, what is it about the position of a trustee that justifies the time it demands?

**KEEFE:** I think like most alumni we always have in the back of our minds that we would like to be on the Board of Trustees. I know that Governor King once told me the biggest problem he ever had in making any appointments was in making appointments to the Board of Trustees because 90 per cent of all the alumni want to be on the board.

**THE NEW HAMPSHIRE:** So you wouldn't say the job requires any real sacrifice?

**KEEFE:** Well, yes it is very time consuming. There is no question about it. It takes a lot of my time. I am also clerk of the Superior Court, an attorney, and a trustee of a bank here. It's difficult at times to make meetings because some of the meetings are arranged at the convenience of the administration in Durham and it is impossible to attend some of them. Most of the work done by the Board of Trustees is done through committee and we all make every effort possible to make the committee meetings but often times it is inconvenient to attend meetings during the day.

**THE NEW HAMPSHIRE:** Do you think that the Board of Trustees as it is currently set up can adequately make decisions for the schools it serves?

**KEEFE:** I think so. I think it is amazing to watch the Board of Trustees operate with all the various opinions. When you get some very knotty problems, it is amazing that members of the board can come up with the solution to the problems in a short meeting. But let me amend that to say the present system probably isn't too fair to Keene and Plymouth. Whether or not they should have a separate board or three or four trustees from the entire board as a subcommittee to report to the whole board is something that may be worthy of study. This is especially true of the Merrimack Valley branch that will be opening with a campus in another year or so.

**"I suppose that we have always got to have people who have got to clean the streets and do other menial jobs that no one else wants."**

There probably isn't enough surveillance by trustees over the entire problem because of the distances involved from Keene and Plymouth and subsequently from the Merrimack Valley Branch. I will probably have to say that even though the trustees do a tremendous job, I think that there could be a better solution to the problems, especially those off the Durham campus.

**THE NEW HAMPSHIRE:** What would you think of 50% student representation on the Board of Trustees?

**KEEFE:** I don't think it would be for the good of the University to have any such representation. It has been my experience that most of the students after they leave the campus have very little interest in the University of New Hampshire, as you might observe from alumni affairs and so forth. I don't think the students appreciate or realize the work that the Board of Trustees have to do. They have no conception, for example, of what the administration is, what an administrator has to do, or what the chairmen of the various colleges have to do, or departments, the Property Committee, the Personnel Committee, the Executive Committee of the Trustees, and I don't think they would have the time or the interest to attend meetings of the Property Committee, or Personnel, or the other committees. They may

think they have that interest but I don't think they would ever manifest it once they were on the board.

**THE NEW HAMPSHIRE:** Forgetting the idea of 50 per cent student representation, do you think there should be any students on the board?

**KEEFE:** I certainly would have no objection to having a student on the board, as a matter of fact, during my tenure on the board, Brad Cook attended every meeting and I think Brad Cook had as much to say at some of the meetings as the trustees. I mean, he expressed his opinions, and although he didn't have a vote, he did carry considerable weight.

**THE NEW HAMPSHIRE:** Do you have any objection to one or two students on the board?

**KEEFE:** No, I would have no objection whatsoever. Of course, then you come into the problem of what do you mean by a student on the board. I mean if the student is to be elected to the board, some of the elections that have been taking place on the Durham campus don't properly reflect the sentiments of the students. Those elections are being held with a very small percentage of the students participating in the election. At Plymouth, for example, they can't even find a student to be a candidate for president of their junior class. There is very little student interest, especially at Plymouth, I know. So to place a student on the Board of Trustees without a sincere election of some kind by the students I don't think would be conducive to having the proper representation of the board.

**THE NEW HAMPSHIRE:** Do you think that the trustees are able to make intelligent decisions on matters that affect the life styles of students when at the moment they have little direct contact with the students? I'm thinking of such questions as parietal hours.

**KEEFE:** Well, I think I'm probably in a different category than most of the trustees. I think I know what's going on, on the Durham campus at least. I have a son there and I have an interest in it. I spend some time on and off the campus. I'm over there at least one night a week and I am in close contact, I might say, with the natives in Durham. So I do have some connection and I think that I, for one, have a little more knowledge of what's going on at the Durham campus at least than some of the other trustees.

**THE NEW HAMPSHIRE:** President McConnell has announced that he will resign in June of 1971. Do you think it is important to involve students and faculty in the selection of the new president?

**KEEFE:** Well, the appointment of the president of the University is the function that the legislature has promulgated must be made by the Board of Trustees. I don't think the authority to appoint a new president can be delegated by the Board of Trustees to students, faculty, or alumni. I think the trustees would be shirking their duties if they permitted either the students or the faculty or the alumni to say who would be the next president.

**THE NEW HAMPSHIRE:** But do you think the opinions of the students and faculty should be taken into consideration?

**KEEFE:** I certainly think that both the faculty and the students could properly be considered at a committee meeting. I don't know how the appointment of the president takes place. I would assume that a special committee will be formed to send out and obtain applicants and the applicants will appear before the committee. Then the committee itself will bring before the board two or three or five nominees all of whom would then be interviewed by the board, and a choice would be made after the number has simmered down. If such is going to be the procedure, and I don't know whether it will be, but I think that was the procedure when they appointed the president of Keene State, I think at those committee meetings it would be conducive to the selection of a good president if the student representation and faculty representation would be had at the committee meetings when the various interviews are going on. And in closed sessions I think the members of the committee would respect the opinions of the faculty and students. To answer the question, I think that at the committee level there definitely should be some consideration given to either student or faculty participation in the selection of a new president.

**THE NEW HAMPSHIRE:** How do you think the majority of the people of this state look upon the University of New Hampshire?

**KEEFE:** I think, unfortunately, that most of the people of New Hampshire feel that the University is wasting money by the millions, and that there are no reins

held on any of the funds over there, that we are dissipating funds. All of which is caused, in my opinion, because of poor press relationship with a state newspaper. I think it is most unfortunate that students in this state and of the University have to suffer as a result of the intolerable press that we receive. Unfortunately, we do not have the financial means to cope with the situation because of what has been termed inadequate tax structure. Be that as it may, I think that the financial picture of the University has been strained by adverse publicity.

**THE NEW HAMPSHIRE:** Would you say poor press relations is the main reason for the state's low contribution to higher education?

**KEEFE:** Well, that, and of course the legislature. I mean, we have a good legislature, there is no question about that, at least in number. No, I'm just kidding

**"There is no question that the non-residents have a distinct advantage. At the same time putting our students in with the superior students makes our students work a little harder."**

when I say that, but of course you know when you start appropriating \$26 million to some of the members of the legislature, when the most they made in any year of their lifetime is \$2500 or \$3000, they just can't swallow it regardless of what it's going for. And the press doesn't help, certainly. If anyone makes a statement they jump on him anyway. But I think it has some influence in the legislature because the legislators are keeping it down to be sure they don't become a subject of conversation in the newspapers, just because they vote in such a way for what they would term an excessive appropriation to the University.

**THE NEW HAMPSHIRE:** How much contact do you as a trustee have with the state legislature? Do you do any lobbying for the University or do you see this as a part of your job?

**KEEFE:** No, I don't do any lobbying for the University. I don't think this is a part of the job. I just don't have the time to spend lobbying. Recently we were supposed to contact certain senators and I did not do so. I don't think this should come from the board myself.

**THE NEW HAMPSHIRE:** What generally is your philosophy of higher education? In other words, what do you see as the function of a higher educational system?

**KEEFE:** Well, I think the time is rapidly approaching, if it is not already here, when a high school education is not adequate, when we must provide vocational schools at an intermediate college level for those who are unable to attend colleges. I think with our expanded program, if we get adequate financing, at Durham, Keene, Plymouth, Merrimack Valley, that most of the students who are able to get through a college education will be adequately taken care of. But of course, as I say, it all depends on the financing. There should be some intermediate school somewhere between the prep school or vocational level and that of college where crafts and so forth may be taught to those who are unable to survive at the college level.

**THE NEW HAMPSHIRE:** Do you think that everyone who graduates from a New Hampshire high school is entitled to some form of higher education?

**KEEFE:** I would love to think that they could if the opportunity is afforded them but, of course, as we know at the high school level a lot of people who graduate were just moved along. They're not of the mentality to even get through high school, and actually they had no business in high school, but it was the best place for them because of their social contacts and so forth. They don't have the mental capacity to go on and no, we couldn't provide for them. But if there is some other form of higher education, a lot of those who do not have that mentality for college can proceed to a vocational level. I suppose that we have always got to have people who have got to clean the streets and do other menial jobs that no one else

(Continued on page 20)



# Philip S. Dunlap

**"I don't think student participation on the Board of Trustees would really be beneficial to the student body or to the institution."**

**EDITOR'S NOTE:** Philip S. Dunlap is vice president of Morrill & Everett, Inc., an insurance and real estate firm in Concord. He was president of the New Hampshire State Senate in 1963 and a member of the Senate from 1959 to 1962. He received his BS from UNH in 1940. Dunlap has been vice chairman of the New Hampshire Republican Party since 1966. Director of Concord National Bank and an Incorporator of New Hampshire Savings Bank, Dunlap has held a number of positions in business. Originally from Manchester, he now lives with his wife, the former Shirely Holmes, and their four children in Hopkinton. He is 52, and has been a member of the Board of Trustees since 1969.

Concord, N.H. March 30, 1970

**THE NEW HAMPSHIRE:** Mr. Dunlap, President McConnell announced recently that he will resign in June of 1971. Can you tell me how the trustees go about selecting a new president? What is the procedure involved?

**DUNLAP:** Well, the mechanical approach of course, is for the chairman of the Board of Trustees to name a committee. It is his prerogative to decide who will serve. I think there is some precedent for having not only members of the Board of Trustees on such a committee but also other people on it. My feeling is that he's the one who will have to decide the make-up of the committee.

**THE NEW HAMPSHIRE:** What you are talking about in effect is a nominating committee?

**DUNLAP:** I would say yes. It is the obligation of the trustees to actually enter into a contract with the president.

**THE NEW HAMPSHIRE:** Do you think it is important to involve students and faculty in the selection process?

**DUNLAP:** I think it is important. I feel however that their participation should probably be on an advisory basis to the committee. If they actually had voting privileges in the committee this might impose some of the obligations on the whole Board of Trustees when they come to make decisions. If some of the trustees who are on the committee are not favorable to some of the recommendations that are going to come in from the whole committee, then I think that the board might feel a little bit skeptical about taking

**"I fail to see how the students can be oriented to picking qualifications or sighting qualifications for the head of an institution. This may be evidence of a generation gap. I don't know."**

the total committee recommendation if it is contrary to the trustee members' position on the committee.

**THE NEW HAMPSHIRE:** Do you have any idea of how especially students might be involved in this process?

**DUNLAP:** No, I know of none really. I fail to see how the students can be oriented to picking qualifications or sighting qualifications for the head of an institution. This may be evidence of a generation gap. I don't know.

**THE NEW HAMPSHIRE:** In other words, you don't think that students are able to adequately isolate the qualifications of a good president?

**DUNLAP:** That's what I'm saying. They would serve a very valuable need by advising and participating but as far as their choosing the administrative head of a university in the final analysis I just feel that they don't have the qualifications that someone who is more mature would have. I think that they might be emotionally moved in some instances.

**THE NEW HAMPSHIRE:** Do you think that the Board of Trustees as currently set up can adequately make decisions for the schools it serves?

**DUNLAP:** I do think the system works. I think it works as well as in all other organizations and institutions that are run by Boards of Directors or Trustees. I think that the concept of a trusteeship brings together a great many people with diverse opinions and different backgrounds, some business, some professional, some academic, and I think that this tends to mellow together some good logical thinking. As a trustee who es-



entially is oriented to the business end of anything that I do or any cause that I might serve, I have to bend under the persuasion of people like Mrs. Horton, who is very well equipped in the academic field. An excellent background. Some of the things that she advocates, well, they don't surprise me, but they startle me once in a while, that she can be as liberal in some of her feelings as she is.

**THE NEW HAMPSHIRE:** Do you see any ways that the trustee system could be improved?

**DUNLAP:** Oh, I think there are always functional problems with any system from time to time. Anything that runs smoothly constantly is something of a miracle. I think certainly that the trustees could perhaps use the resources that could come through some kind of a secretary to the board. We get a great amount of material constantly about what the students are doing, we even get THE NEW HAMPSHIRE, spasmodically unfortunately. A lot of this kind of thing would however take all of the time of a trustee and yet he has other things to do. I think that from a functional point of view, there are some changes that might be made, but by and large, the whole board is very keenly dedicated to its obligations.

**THE NEW HAMPSHIRE:** What would you think of 50 per cent student representation on the board?

**DUNLAP:** Well, the very thought overwhelms me, and I can't imagine how this could produce good results. Maybe the students think it might, but I can't believe that it could. In the first place, it would seriously impose on the funding of an institution because, after all, the government has pressed into all areas. Now, I know enough about practical politics to know that the people who vote the funds, whether they be congressmen, or legislators, are going to resist the kinds of things that would come through this kind of a trusteeship. It just would not develop confidence in funding.

**THE NEW HAMPSHIRE:** Do you think that there should be any students on the Board of Trustees?

**DUNLAP:** I don't think that student participation on the Board of Trustees would really be beneficial to the student body or to the institution. I think it's fine if they come to the trustee meetings if they say what they want to say, they do get an audience. I think that it would be just about the same as saying there should be so many trustees on any student organization. I don't think this would serve a good purpose.

**THE NEW HAMPSHIRE:** But do you think that the trustees are able to make intelligent decisions on matters affecting the life styles of students when they really have no direct contact with students?

**DUNLAP:** Well, I would hope they could, because I think that probably everyone who is a trustee was at one time a student, although not necessarily at the University. At the time, there were many things done and advocated by these people when they were students that perhaps wouldn't have been of any benefit had they been implemented. I think that the students are able under the present arrangement to bring recommendations to the administration, and through the administration to the Board of Trustees.

**THE NEW HAMPSHIRE:** How do you interpret the state's vision of the University? How important is it to them?

**DUNLAP:** I think the great majority of the people of New Hampshire are proud of the University and want to do everything that's reasonable and proper with continuing its success. I think there is a minority of people who feel there's been too much emphasis placed on providing expensive buildings, although I don't think that they're extravagant. Any building that gets into the millions is expensive. I think that there is general feeling by the minority that people who have the advantage of an education are going to be better able to provide the needs of the future. They feel there should be less emphasis on holding tuition down and more emphasis on having the proper level of money to do the job properly, and perhaps providing scholarships that could be repayed by the beneficiaries, three, ten, or fifteen years after the formal education was concluded. My feeling is that the University should be run by the trustees and that the proper way for the legislature to fund it is through the so-called Millage Formula. This was established years ago and it sets a percentage of total evaluation of the state. The trustees could then budget their operation and know each biennium what they were going to have to work with from the public sector, and what they would have to provide from other sources. I think this is the way it should be done, and hopefully it will come to that.

**THE NEW HAMPSHIRE:** Don't you think that at the present the state contributes very little to the University, or the higher educational system of the state?

**DUNLAP:** I think it sounds like a small amount, \$14.99 per capita, and I don't know how this might relate to a place like New York, where I suspect it is very high or Kentucky, where it might be rather low. Yes, that sounds small. In the total general fund revenues in New Hampshire, the University system gets one of the largest pieces of the total available. Now we have a lot of other needs, none of them adequately met perhaps. The University's budget should be greater, but without additional sources of revenue I don't see how this can come. I have not been on the prevailing side with regard to the broad base tax question. This is perhaps the only real way that we can get the needed revenue. Until the electorate will agree that we need this method of financing, I really don't see any hope for a lot of new money for the University.

**THE NEW HAMPSHIRE:** Do you see as a part of your role of a trustee, any responsibility to keep in contact with the state legislature? In effect, do you think a trustee should do any lobbying for the University?

**DUNLAP:** Absolutely. I think this is a function and I think we should be in frequent, regular communication with members of the legislature so that they know in detail what the facts are. Let them make their own judgments. But lack of communications can be damaging and I think if the trustees do not furnish all the information that they can possibly furnish that they are not fulfilling their duties as trustees.

**THE NEW HAMPSHIRE:** What, generally, is your philosophy of higher education? In other words, what do you see as the function of higher education beyond the high school level? And what do you see as the state's role in providing this education?

**DUNLAP:** Well, I think it is two-fold and I think the most important is to provide a way in which an individual can obtain fulfillment, intellectual fulfillment. Whether he learns things that are going to earn him more money isn't important; whether he learns things that are going to lead him to make scientific discoveries that may be beneficial to science isn't the important thing; it's letting the individual create within himself and develop within himself a feeling of attainment and fulfillment. Now, the second function is to do the other things, to use the best talents of an individual to benefit society. Whether he invents something like Salk vaccine, whether he does all the other great things that some scientists do, or whether he is simply able to produce something that allows him to make a contribution to society in general, I think this is the second reason for having good educational facilities.

**THE NEW HAMPSHIRE:** Do you think the state has an obligation to provide some form of education beyond high school to everyone who wants it?

**DUNLAP:** Yes, I think the state has an obligation to provide anyone who wants to continue, but I think it is a much less urgent obligation than to provide the youngster in the elementary area. Without the ability to read and write, you almost don't live, you just exist. I think that there are many people who are very happy doing a lot of things creatively that don't require so-called sophisticated higher education, so I don't think

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# Mildred McAfee Horton

**"I have a very strong feeling that the judgment of students on important issues is of vast importance to the whole University."**

**EDITOR'S NOTE:** Mrs. Mildred McAfee Horton was president of Wellsley College from 1936 to 1949. She has also been dean of women at two colleges, an eighth grade teacher, a teacher of English and French, and a professor of economics and sociology. She received her BA from Vassar College in 1920, an MA from the University of Chicago in 1928, and an LL.D. from Oberlain College in 1936. Mrs. Horton was director of Womens' Reserves of the United States Navy from 1942 to 1946. She served on the Board of Directors of NBC from 1950 to 1961, and RCA from 1951 to 1961. Mrs. Horton was awarded the Charles Holmes Pettie Medal at commencement exercises last year by the UNH alumni association. The medal was given in recognition of her "outstanding service to the state, the nation, and the world." She is the wife of the late Douglas Wendell Horton, a noted educator and clergyman.

April 13, 1970 Durham, NH

**THE NEW HAMPSHIRE:** Mrs. Horton, do you think that the Board of Trustees as it is currently set up, can adequately make decisions for the schools it serves?

**MRS. HORTON:** I would like to first ask if you mean specifically the trustees for this University, or the trustee system in general in American education?

**THE NEW HAMPSHIRE:** I am not thinking of this specific board, but of the concept of a Board of Trustees.

**MRS. HORTON:** Of course, this is a clearly distinctive American system. In Europe, in England for instance, the faculty is the Board of Trustees. For our country, it seems to me, it is a very workable and good system. Particularly for a public institution it is important to have people throughout the state who are knowledgeable enough about what goes on in the University to be spokesmen and interpreters of it. And of course, the great function that has been performed through the years by trustees has included the solicitation of funds and the representation of the university as a function of the state. I think there are some limitations that may not be tactful for me to mention. But it seems to me that it would be useful in a public board, as it is in a private one, for the board itself to make suggestions as to the personnel on the board. In the Wellesly Board for instance, when we were going to build an infirmary, we saw that a doctor could be on the board to help with the planning. When we were going for some other specific kind of purpose the board could adjust itself and be proteant enough to meet the needs of it. This is not at the present the practice or the custom in public boards and I'm not sure that it could be. But there is a double function that the board can theoretically perform. In relating the institution to the public and at the same time being particularly useful to the administration.

**THE NEW HAMPSHIRE:** So you are saying that a more flexible system for selecting people for the board would be desirable?

**MRS. HORTON:** It seems to me that there would be some advantages in that. But what the political implications of it would be I don't really know.

**THE NEW HAMPSHIRE:** Do you see any other ways that the Board of Trustees might be improved as a functioning body?

**MRS. NORTON:** Well, I think a great deal has been done in recent years in opening the board to the public and particularly to responsible student and faculty officers. The more each unit of the University becomes familiar with, and therefore trusting of the other units, the better. I'm not in favor of having everybody do everything. I think the idea of communication, what President Brewster of Yale has called the accountability of one section to the others, is a practical and better system than having faculty on everything, and students on everything, and trustees on everything. Most people don't have time to do this and do their own basic work too.

**THE NEW HAMPSHIRE:** What would you think of the suggestion of having 50% of the board composed of students?

**MRS. HORTON:** Well, I think perhaps what I have just said would give you a clue to my feeling about

that. I have a very strong feeling that the judgment of students on important issues is of vast importance to the whole University. I am inclined to believe that the actual obligation of membership is not only the academic life of the University as students and its government, but its total range of administrative, faculty and trustee responsibility, simply puts a demand on the ordinary man so that it's just an almost impossible assignment. What you are apt to get, I think, is the suggestion that by virtue of having the students here they must be representatives of students regardless of everything. It would seem to me that that's unfortunate because the function of the trustees is to represent the University in its totality. Therefore, it is excellent to have students present; to hear them, to have students speak, as they have been speaking freely. I don't think it is fair to have them take the obligation of doing all the homework that is involved in being a trustee.

**"I think the real basic issue for higher education in the state is getting more money, because my impression is that the University is considered to be an extremely good one."**

**THE NEW HAMPSHIRE:** What would you think of perhaps having one student on the board from each of the three colleges? Would this be helpful to the board?

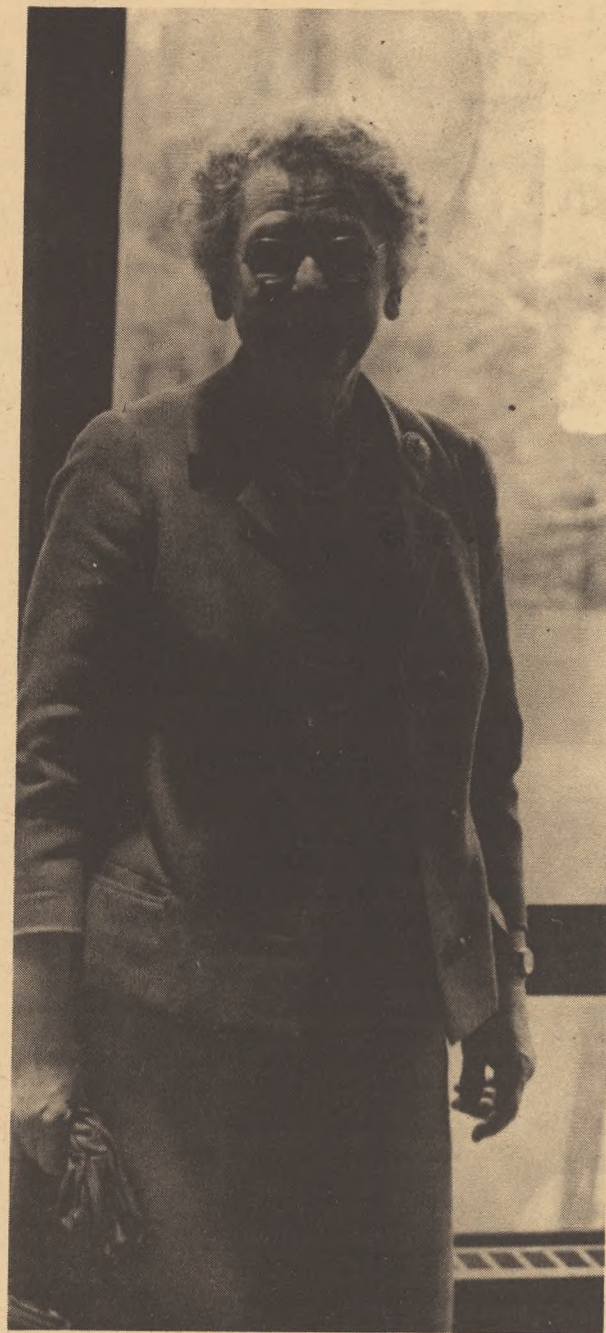
**MRS. HORTON:** Well, I think it is extremely helpful to have students there for what they can contribute of their understanding of the local situation, the local problem. I am not terribly enthusiastic about as rapidly rotating a board as this. I think if we have people coming in for one year at a time, or possibly even two years, they would only begin to get the feel of the situation. I mean I have been on there for eight years, and after that finally you get the feel of it. So I don't for a minute discount the value of the student point of view, but I don't know if it ought to be in the final responsible positions.

**THE NEW HAMPSHIRE:** Do you think as the present board is functioning there is enough contact with students and faculty?

**MRS. HORTON:** No. I don't think there is ever enough contact. I wish very much that there was a great deal more interplay of personnel. But this is partially a matter of time, the actual scheduling of an event when people can get together. In recent meetings we at least have had a luncheon meeting with some students. I think that could be formalized a little more so that we could have a little bit more discussion of issues. But again I think it is awfully important for everybody to know everybody, but look at this campus, you don't even know all your students, so it is terribly hard to accomplish this.

**THE NEW HAMPSHIRE:** As you know, President McConnell has announced that he will resign in June of 1971. Do you think it is important to involve students and faculty in the selection of McConnell's successor?

**MRS. HORTON:** I think it is important to involve students and faculty in the selection of any president. I speak a little out of experience on that, because 100 years ago, not quite 100, but in 1936 when I went to the presidency of Wellesly, it was before the era when there was any communication on anything, just a bunch of trustees selected the president. And I think it interesting that when I left 13 years later my one great recommendation at that point was, you must consult the faculty before you thrust another president upon them. I mean this is just not fair to the faculty. What they did there, and I think it was a helpful system, was to have a relatively small searching committee from the trustees and a searching committee from the faculty, the chairman of which was a member of the official searching committee. At that time, that was what, 20 years ago, it hadn't occurred to anybody that students would be involved. I think now it would be just as unreasonable not to include student judgment as not to include the other. Any president would



want it, I think. It worked very successfully at Keene apparently.

**THE NEW HAMPSHIRE:** What qualifications do you personally think a president of a university should have? What qualifications would you look for in the man?

**MRS. HORTON:** My private opinion, and I have no official status on this at all, is that the first qualification maybe needs to be the patience of Job. It is an extremely complicated role which a president occupies. It is his responsibility to be the focal point for the communications of what is happening in all different areas, students, faculty, employees, and by employees I mean groundsman, et cetera, and also the non-professional administrative staff, all the faculty, all the alumni, all the trustees. The hours in the day just aren't enough. Therefore, I think his first role in this case must be a figure of such stature in the world of education that he commands the confidence and the respect of all these different groups. In order to do that in this day and age, he must be a person who is willing to take the time to be the administrator and the coordinator of all these activities. Now, I think in order to do this he must be academically respectable, if you know what I mean. I think the faculty must feel that he knows what we are talking about. At the same time he must be so sensitive to the needs

**on choosing a new president:  
"If we could get the Angel Gabriel it would be very nice."**

of the whole state that he will have the confidence and respect of people throughout the state. In other words, if we could get the Angel Gabriel it would be very nice. Of course he must be a person who can delegate responsibilities. No body can be a president of a university now and hope to be the determining factor in any one of these areas, he has to take the advice of experts and be able to pick them. One of President McConnell's great gifts has been in interesting people of real distinction, for example, building up departments by getting key men into them. This is something we will have to have.

**THE NEW HAMPSHIRE:** What generally is your own philosophy of higher education? You have had a great deal of experience in education. Where are your priorities?

**MRS. HORTON:** Well, when I really was active in education as a college president it was in the era before 1950 when the only thing any college adminis-

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# Sinclair Weeks

**"Believe me, if in this country we don't push higher education, some other country will catch up with us someday."**

**EDITOR'S NOTE:** Sinclair Weeks served as United States Secretary of Commerce from 1953 to 1958. Weeks, now 77, served 10 months as U.S. Senator from Massachusetts in 1944 when he was appointed to replace Henry Cabot Lodge, Jr. He was treasurer of the Republican National Committee from 1941 to 1944, and chairman of the Finance Committee from 1949 to 1952. Weeks is a Harvard graduate, class of 1914, and served as a captain in the U.S. Army from 1917 to 1919 with the A.E.F. in France. He has served as director or board member of numerous corporations, including The First National Bank of Boston, Reed and Barton Corporation, New Hampshire Insurance Company and Lancaster National Bank. He is a limited partner in Hornblower & Weeks. He has been a member of the Board of Trustees since 1961.

Lancaster, N.H. April 11, 1970

**THE NEW HAMPSHIRE:** Mr. Weeks, do you think the Board of Trustees as it is currently set up can adequately make decisions for the schools it serves?

**S. WEEKS:** Yes.

**THE NEW HAMPSHIRE:** Can you think of any improvements that might be made that would make it more responsive to the needs of the schools?

**S. WEEKS:** I don't visualize improvements in the overall set up. There is nothing anywhere that can't be improved on. I hope to see improvements made in the business.

**THE NEW HAMPSHIRE:** Do you see any specific ways of improving the system? For example, do you think the current number of trustees is a good one?

**S. WEEKS:** I don't think that unless you have direct questions that I can offer much. As I've just said, obviously anything can be improved. It's a pretty good deal now, I think. I don't think you can improve it too much.

**THE NEW HAMPSHIRE:** What would you think of having 50% of the board composed of students?

**S. WEEKS:** Well, I wouldn't be for getting it that way. I don't see any point. Obviously the student goes there to learn. If he comes around and sees a question of some sort, he wouldn't be human if he didn't have his own method of bringing out the bad features as he has cited them. I don't see any point in that. No, I'd be against it.

**THE NEW HAMPSHIRE:** Do you think there is any room on the board for any students? Perhaps just one from each of the three schools that are governed by the trustees?

**S. WEEKS:** Well, I'm motivated a little in bringing out my viewpoint by the fact that I think we've got a big enough board now. 25 I think it is. The student himself is there to get a degree and I see no point in saddling him with a lot of extraneous work. But you might have one or two, yes.

**THE NEW HAMPSHIRE:** President McConnell has announced that he will resign in June of 1971. Do you think faculty and students should be involved in the selection of the new president? Do you think their opinions should be considered?

**S. WEEKS:** Well, I wouldn't think it desirable to waste a lot of time of students to see who's going to be the head of the outfit in the future. Our job is to pick the man who will do a good job, and this I think we did. I was on the committee six or seven years ago and I think we did a good job. If we are going to do what you have suggested might be done, I would rather do it on an ad hoc basis.

**THE NEW HAMPSHIRE:** But you are suggesting that they would be consulted at least in this capacity but they would not be allowed to vote?

**S. WEEKS:** Sure.

**THE NEW HAMPSHIRE:** How do you think the majority of the people of this state look upon the University and the University system? Is it good?

**S. WEEKS:** Well, I think it is, and I think it should be. But you want to remember that whatever you do if you are seeking advice as a preliminary to bringing a man along that could be in your opinion the head of the University, you have to remember that an institution like the University of New Hampshire has a certain joint attitude and that it is brought before the student body and they are asked to give their

opinion. The whole picture starts and finishes with the students who are putting their imprint on the operation. Of course the real work of bringing these pieces together again is done by students who are given an opportunity to sit in on the decision that is in formulation process.

**THE NEW HAMPSHIRE:** What do you see as the main reason for the state's low contribution to higher education? Or do you think its contribution is adequate?

**S. WEEKS:** Well, you're a student and you're paying so much in tuition, and what you're asking me is, should we choose them by the same people and by the same manner as has always been done.

**THE NEW HAMPSHIRE:** What I am asking is don't you think the state's contribution to higher education in money is low. And if it is low, why is this so?

**S. WEEKS:** Well, the trustees impressed upon the president and the management group that they wanted so much to run the University and it worked out that they couldn't get that much. Well, the only way to get money for state purposes is to go outside of the state, which, in effect, they do today because they are following the line of going up one side of the triangle and down the other. They asked for so much money and it ain't there. Now you could say, why isn't it there? Well, because of the other segments of the business are slowed down by the inability to get the money. And when I say the inability to get the money you've got to go to some avenue, where the whole picture is brought together. Not only the money for teachers and what not are brought together but money for this and money for that. If you are not given the money you think you should be given, you have to go to the people who will dig in their pockets and raise it.

**THE NEW HAMPSHIRE:** Are you saying go directly to the people of the state?

**S. WEEKS:** Well, no. That wouldn't be in the cards. That's done by students and people connected with management and teaching. They club together and decide what can be produced and used effectively.

**"The student himself is there to get a degree. I see no point in saddling him with a lot of extraneous work."**

**THE NEW HAMPSHIRE:** How much contact do you as a trustee have with the state legislature? In effect do you think the trustees should do lobbying for the University as far as getting money is concerned?

**S. WEEKS:** They have the right to. If they want to lobby they ought to be allowed to lobby. That's a part of the whole picture.

**THE NEW HAMPSHIRE:** Do you think that lobbying on the part of the trustees is good and should be done?

**S. WEEKS:** If you need the money. Sure.

**THE NEW HAMPSHIRE:** What generally is your own personal philosophy of higher education?

**S. WEEKS:** Well, I would find it impossible to visualize a program that didn't bring higher education into the picture. That is what a University is for. The lower elements of education pass down the side having concluded your interest and then you hit the higher education. And certainly we want all we can get of that. Especially in such things as math and physics. Believe me if in this country we don't push higher education some other country will catch up with us someday.

**THE NEW HAMPSHIRE:** Do you think that everyone who graduates from a New Hampshire high school is entitled to some form of higher education if he desires it? Do you think the state has an obligation to provide every high school graduate with some means of continuing his education?

**S. WEEKS:** Well, you'd have to shuffle that question back and forth. By and large, I think this is the way it is. By and large, the University takes everybody that wants to come in and who has the required standards.



**THE NEW HAMPSHIRE:** Do you think the state is meeting this need now?

**S. WEEKS:** I don't know. That's the finished product of the whole picture. Whether it's being done badly or otherwise is something you young people can decide, maybe a lot better than the oldsters like me. But certainly if you're in high school graduating and have done well, if you're going to have any education at all, it ought to be geared up to work in an atmosphere like that.

**THE NEW HAMPSHIRE:** What do you think is the main reason for the fact that UNH has escaped much of the unrest that you see on many other campuses?

**S. WEEKS:** Well, I think you have to give the credit to Jack McConnell. It's all based on the relationship between the different elements. The boys aren't going to race around and raise hell unless there is some reason. I don't think there has been a tremendous change, I think the set up is such that there can be from time to time more change. But I believe you can thank McConnell for most of this.

**THE NEW HAMPSHIRE:** Currently, no more than 25% of the student body can be composed of out-of-state students because of the quota system. Do you think this quota system is wise and necessary?

**S. WEEKS:** Well, I think it is both wise and necessary. Well, you're between the two approaches. One is to bring in more students with the higher contribution to the higher education. I think that every student that wants to go to the University of New Hampshire, if it is at all possible, ought to be encouraged to do this. Let me put it this way; the present system provides for some out-of-state students with the bulk of them in-state. I think you get a better result the more you bring in out-of-state. And it's a difficult thing, it hurts and it helps. But, by and large, there should be an opportunity to lean on both operations.

**THE NEW HAMPSHIRE:** Do you think the quota system is necessary under present financial conditions?

**S. WEEKS:** Yes, I do. Are you asking from the standpoint of is it a good thing to bring in any?

**THE NEW HAMPSHIRE:** No. I think everybody admits there is an advantage to having out-of-state students on campus. The question is, why is there a limit on out-of-state students? At the present there can only be 25% out-of-state students on campus. Why?

**S. WEEKS:** I don't think I am qualified to answer that question. I just hang my hat on the basic approach you get good from getting local boys and girls and you get good from bringing outsiders in. I don't know if 25% is right or not. Somebody who is closer to the business should answer that question.

**THE NEW HAMPSHIRE:** Do you think that ROTC has a place on a university campus?

**S. WEEKS:** Yes, I do because, well, let me say, I very definitely do. We need officers and will need officers in the world we live in, and I think the universities and the higher educational schools they can do something for the defense mechanism and keep it up probably.

**THE NEW HAMPSHIRE:** The final questions are on the University newspaper. What generally is your impression of THE NEW HAMPSHIRE?

**S. WEEKS:** I'll have to duck that one. I haven't been close enough to the operation.

**THE NEW HAMPSHIRE:** Do you think there should be any censorship by administration or others, of a university newspaper?

**S. WEEKS:** Yes, I believe there should be some.

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# J. Fred French

**"I would hate to see anything in the paper that would reflect unfavorably on the University."**

**EDITOR'S NOTE:** J. Fred French has been with the Amoskeag Savings Bank in Manchester since 1937. He formerly was president of the bank, and now is chairman of the Board of Trustees. He was recently named Citizen of the Year by the Manchester Chamber of Commerce. French, who now lives in Manchester, was originally from Chichester and is 68. He has served as a member of the board of numerous corporations and civic organizations. He is a member of the Advisory Board of the Union Leader Corporation. He is a member of the Board of Directors and past president of the New Hampshire Association of Savings Bank, and a former board member of the National Association of Mutual Savings Banks. He has served in advisory or executive positions with N.H. Tuberculosis Association, the Manchester YMCA, Elliot Hospital, Manchester Community Chest, and the Animal Rescue League, to mention a few. He has been a member of the Board of Trustees of the University since 1961.

Manchester, N.H. April 14, 1970

**THE NEW HAMPSHIRE:** Do you think the system of trustees as it is now set up can adequately make decisions for the schools it serves?

**FRENCH:** Yes, I feel that the Board of Trustees is truly representative of the educational interests in the state of New Hampshire.

**THE NEW HAMPSHIRE:** Do you see any way the Board of Trustees can be improved as a functioning body?

**FRENCH:** I would say in this connection, with the changing world in which we are living, undoubtedly as time passes new approaches would be considered in order.

**THE NEW HAMPSHIRE:** What would you think of 50 per cent student representation on the board?

**FRENCH:** I wouldn't feel that a 50 per cent representation on the board from the student body would be adding any to the mature deliberate judgement of the board, since I would expect there would be a lack of experience involved in this matter.

**THE NEW HAMPSHIRE:** What would you think of having some students on the board, if not 50 per cent?

**FRENCH:** I know this is the new approach to student

**"I think the number of applicants we are receiving is a pretty good indication of the public acceptance of the high standing the University has in the state."**

representation on the board. I don't think I have reached any definite conclusions in this respect at the moment. I most certainly would feel that as a trustee, any student that might have a contribution to make for the good of the University ought to be given an opportunity to elect representatives to be heard by the board. Whether or not they should be members of the board, on that I don't think I have a final decision in mind at the moment.

**THE NEW HAMPSHIRE:** President McConnell has announced that he will resign in 1971. Do you think it is important that the trustees include students and faculty in choosing a new president?

**FRENCH:** I have reason to feel the student body will be consulted in this connection although I don't think there has been a final determination made in connection with Dr. McConnell's replacement.

**THE NEW HAMPSHIRE:** How do you interpret the state's vision of the University? In other words, how do you think most of the people of New Hampshire look at the University system?

**FRENCH:** I think the number of applicants we are receiving is a pretty good indication of the public acceptance of the high standing the University has in the state. I also think this is reflected in the applications that are coming from out-of-state students.

**THE NEW HAMPSHIRE:** So you think generally the vision is a good one?

**FRENCH:** I think it is.

**THE NEW HAMPSHIRE:** What do you see is the main



reason for the state's relatively low financial contribution to higher education?

**FRENCH:** Because of the differences that exist between states, I think it's rather difficult to make a comparison in the question of dollar support by the state. I think the more relative answer to that question would be how does the quality of our education at the University compare with that of other states where the state's contribution may appear to be much larger.

**THE NEW HAMPSHIRE:** How much contact do you actually have with the state legislature? In effect, do you think lobbying for the University is part of your job?

**FRENCH:** Well, I might say that my entire business lifetime has been in some way or another involved with the legislature. The banking industry is very much a part of the state program. I've been associated with many of the state agencies but I think the word lobbyist doesn't exactly apply to me, at least as a trustee. I think it's been my duty to keep the legislators informed to the best of my ability, hoping that perhaps by a better understanding they would be better able to appreciate the needs of the University.

**THE NEW HAMPSHIRE:** What, generally, is your own philosophy of higher education? In other words, what function does the University serve in society?

**FRENCH:** I think it is very much a part of our society today, and I would hope that eventually every young person in the state who has the ability would be able to go on to advanced education. Perhaps some are better qualified to go into the vocational system than into the University system, but I would hope that the opportunity would be there for all of our young people.

**THE NEW HAMPSHIRE:** Do you think that everyone who graduates from a New Hampshire high school, then, is entitled to some form of higher education, and should the state provide this?

**FRENCH:** Yes.

**THE NEW HAMPSHIRE:** Do you think the state is currently meeting this need?

**FRENCH:** I don't think we'll ever fully meet the need. I think we'll always be trying to see if we can't improve to the point where we will be more adequately meeting it.

**THE NEW HAMPSHIRE:** You are obviously a very successful man in your own profession. Can I ask you how you are able to find the time required to perform the duties of a trustee? What is it about this position that justifies the time it demands?

**FRENCH:** Well, I think the business leadership of the state should find ways and means of contributing to the general welfare of the people beyond that of their immediate concern. That's been my philosophy all my life and I've served in a great many areas in that respect.

**THE NEW HAMPSHIRE:** What, generally, is the relationship between the University Senate and the Board

of Trustees? Is it a good one?

**FRENCH:** To the best of my knowledge, it's excellent. Of course, we get the communication more directly through the administration, through Dr. McConnell and his associates. My feeling has been that we have been communicating very successfully. I would hope that would continue.

**THE NEW HAMPSHIRE:** Would you like to see more contact with the faculty and the students directly?

**FRENCH:** I think it's a matter of time with the trustees,

**"I feel that the Board of Trustees is truly representative of the educational interests in the state of New Hampshire."**

as to whether or not they would have the time to perhaps increase that contact. I think it's like any other big business these days, if you're going to make your contribution to the University you have to somehow measure the time that it requires, and that may call for some sort of liaison connection with the faculty which would be other than direct. I would hope that whenever the occasion was offered, we could have that kind of contact. I think it would be very helpful.

**THE NEW HAMPSHIRE:** What are your feelings towards the quota system for out-of-state students? So you think limiting the number of out-of-state students enrolled at the University is wise and necessary.

**FRENCH:** I think the best answer to your question is that I'm in agreement with the present system which we are following. I think it gives us a mixture which is good for the University. I think it retains the opportunity for local students to achieve their ambition at home, but I think it's good for them to have the contact which the out-of-staters provide. I wouldn't at the moment feel that any change was necessary.

**THE NEW HAMPSHIRE:** What about ROTC on campus? Do you think ROTC has a place on a university campus?

**FRENCH:** Yes, I think it does. I'm one who feels that it gives an opportunity for choice on the part of the student, and I don't think we have any right to take that choice away.

**THE NEW HAMPSHIRE:** How would you explain the fact that UNH has generally escaped the unrest that is seen on many other campuses?

**FRENCH:** I think it has been due very largely to the fine administration that we've had under Dr. McConnell, and a fine bunch of students. I have a lot of faith in the student body at UNH, I think they're a fine bunch of young people. I think we're inclined sometimes to focus our interest on the small minority that may represent issues which they are very inclined to get emotional over. Now, I'm with the student body 100 per cent, and I think they're a great bunch of kids. We've got some real smart young people. I ought to know because I'm employing some of them.

**THE NEW HAMPSHIRE:** My final questions are on the University newspaper. What generally has been your impression of THE NEW HAMPSHIRE during the past year?

**FRENCH:** Unfortunately, I don't think I've had it for a full year. But in the recent recent issues that I've had the pleasure of reading, I think it's been reasonably well edited. I would hope they would give emphasis to as many good things that are happening at the University campus as they do to the so-called bad things. On the whole I wouldn't have too much criticism. I think the newspaper can be a fine media through which the student body and others outside can maintain connection with the University. I'd hate to see anything in the paper which would reflect unfavorably on the University. I think there are other ways of getting at it, than perhaps in the paper. I don't mean to suppress in any way news in the paper. I think the paper ought to be free, or the editors ought to be free to write the paper as they think it should be. I would hope their policy would be along the lines that I've mentioned.

**THE NEW HAMPSHIRE:** Do you think there should be any censorship of the University newspaper by the administration? There is none now.

**FRENCH:** Well, I don't think I've heard of anything that would cause me to feel that there ought to be any change in our present system. I suppose something could at sometime happen that would require some kind of administrative control, but at the moment I don't know of any, at least I'm not aware of any.



# Charles V. Spanos

**"My feeling on ROTC is that the students should make that determination. And if they feel ROTC shouldn't be on campus, then I don't think it should be on campus."**

**EDITOR'S NOTE:** Charles V. Spanos is an attorney with Nolin, Spanos and Spanos of Claremont. He graduated cum laude from the University of New Hampshire in 1957 and from Boston University Law School in 1960. A veteran of the Korean War, Spanos is Sullivan County Attorney, and director of the National District Attorneys Association. He is married to the former Joy Ashley. They have three children. Spanos was appointed to the Board of Trustees in 1966 by Governor John King.

Claremont, N.H., March 30, 1970

**THE NEW HAMPSHIRE:** Mr. Spanos, do you think that the Board of Trustees as it is currently set up at the University can adequately make decisions for the schools they serve?

**SPANOS:** I've been a member of the Board of Trustees at the University for three, almost four years. I find that concerning the myriad of things that they consider, financial problems, student problems, student affairs, they do a tremendous job. I think the system has a great deal of merit. You have trustees from various walks of life. Many of them quite successful in their own particular fields. I think perhaps it is overweighted with lawyers. I'm not sure how many lawyers there are, but there are far more lawyers than any other particular field. We're getting more students involved in the process. They come in there, various representatives from the schools, Keene and Plymouth and UNH, and they listen to the various matters that we take up. They at times make comments. I think this is a step forward in this entire process. I think the decision making, overall, has to be a function of these independent trustees with the advice of the president and the administration of the University. I think to take some other form than you've got, young students participating in the decision making process, then I think you might end up with chaos. I think the system is good. It works.

**THE NEW HAMPSHIRE:** What would you think of 50 per cent student representation? Are you saying you think this would not work?

**SPANOS:** I personally don't believe it would. I've only been out of the University since 1957 and I don't think that I am personally that far removed from students and student needs. I think the student is apt to be somewhat more emotional about certain problems than the adult trustees. I don't think you are going to get the kind of administration of the University that would really be good for the system. I feel that students have to be listened to, there is no question, but I think the present Board of Trustees has its ear on the needs of the students. I think they do one hell of a good job. And I think that's probably one reason why in our system we haven't had the riots and the real problems. I think there are other reasons too, but I think one reason is that we have people on the Board of Trustees who are very concerned with the needs of the students.

**THE NEW HAMPSHIRE:** What would you think of having one or two students on the Board?

**SPANOS:** I would have no objection to that. Presently we have a member of the Student Senate who sits in and we also have several representatives from the other colleges every month, although they do not have the right to the decision making process. I think that a couple of students from the University would probably be beneficial to us. We would better understand their problems and better act for them.

**THE NEW HAMPSHIRE:** Do you think it is important to involve students and faculty in the selection of the next president of UNH?

**SPANOS:** In terms of suggestions, yes. But not in terms of the final determination as to who will be the president. I think suggestions from the faculty and students would be extremely helpful, but for them to make the final choice, no.

**THE NEW HAMPSHIRE:** Why do you say that the trustees are more qualified to make the final choice?

**SPANOS:** That's a difficult question because, of course, we're not involved everyday in the scholastic world.



We all have our backgrounds, and most of us, I think, have been to college, and to graduate schools. We all have our ideas as to what the president's functions are and should be. I think you have got to remember this, that you are running a multi-million dollar industry. Students don't like to think in terms of money, in terms of financial matters. But let's face it, eventually once you get out of your ivory tower in a University, which I think I was part of too during the process, eventually you've got to face up to these problems. And when you're running a multi-million dollar organization, you've got to have people who are involved in this kind of decision making. Sinclair Weeks for instance, nobody questions his credentials as, quote, a successful person. When he makes a choice he's got a lot of exper-

**"In four years as a member of the Board of Trustees I haven't met one faculty member and I think that is deplorable."**

ience to rely on. I could name a dozen others on the Board who are constantly involved in big business and who I think have the qualifications to determine whether a man would be successful as an administrator of the University. You know, he doesn't only have to be a scholar. He's got to be a businessman too. I venture to say that Jack McConnell spends half, at least half his time, trying to get money for the University through the legislature in one way or another. Consequently, I think that any man whose background is in business has the qualifications to make that choice. If you left it to the students or to the faculty I think the weight would be put more on scholastics than many of the other functions that the president has to perform. Not that I'm trying to minimize in any way the importance of scholastics. In fact, as far as I'm concerned, money matters disturb me terribly when they are discussed at the Board meetings. It bothers the hell out of me. The figures go in one ear and go out the other. But when they start talking about courses and when they start talking about the philosophy of the student, and disadvantaged students, and student rights, that's when my ears perk up and I'm very seriously involved in them. I think the president, to put it in a nutshell, represents many things other than scholastic, and he's got to be a pretty well-rounded guy. You can't underestimate the financial part he plays in raising funds. I know he spends a great deal of time with the leaders of the legislature trying to raise funds for the University. And that is a full time job.

**THE NEW HAMPSHIRE:** What generally is your philosophy of higher education?

**SPANOS:** Education must represent the society that exists at any given time. There are certain basics that in my opinion education must serve. These basics are that a kid goes to school not to learn how to get out and get a good job and prepare himself to make a lot of money. Unfortunately our society, our materialistic affluent society, reflects this in the educational process. I think the pendulum has swung more in that direction in the last 10 or 15 years than it did in the past. The old classical approach to education, education for the sake of education, has been watered down in my opinion. I personally believe that the most important function that education would serve is giving the student the opportunity to learn to think, to learn to become involved with mankind, to learn to understand himself and the people that he lives with, the community, the state, nation and the world. I am somewhat disturbed by the fact that too many students concern themselves with going to college, getting a degree and getting a job. At least this is my impression of our system in the state of New Hampshire. I'll grant that there is a far greater awareness on the

part of the young student than there was 15 or 20 years ago about the world around him. But I don't think that is the fault, if the world fault is used correctly, of the educational process. I think probably the reason for the greater awareness is the mass communications media. The fact that we watch the war in Vietnam in our living room every night, the fact that we watch the Israeli bombing the Arabs and vice versa. In other words, it's in front of us all the time and I'm not sure it's the educational process that has made this greater awareness. Still, I am concerned with the fact that too many of these young people are looking for a key to material wealth. And maybe I'm wrong. But that's the way I see it here in our state.

**THE NEW HAMPSHIRE:** Do you think that the state has an obligation to provide every student who graduates from a New Hampshire high school with some opportunity for continuing his education? Should the student want this?

**SPANOS:** Oh boy. If I ever plan to run for political office other than as county attorney for this county I should be careful what I say. But to be honest with you, I think education, at least higher education, has become too democratized, which means that everybody and his brother has an opportunity to go to college. Now, if you are talking about a vocational type school, such as the New Hampshire vocational schools that have been recently established, I agree with that. I think that type of education should be made available to more students. Probably a junior college system might serve the purpose of many students who don't belong in colleges. But as a matter of fact, I'm a little concerned with the formula for admission that is set up now at our University. What is it, the top 40 per cent of the high school class is admitted. Speaking in terms of the scholastic excellence, I think it might serve those ends if it was reduced to the top 30 per cent. That's not a very popular opinion in the state of New Hampshire. But if we are going to allow, or if the state is going to demand that all of its young people have the opportunity to go to the University, then I think they have got to accept the responsibility of making the funds available to do so. Perhaps someday the legislators will accept this. But I just don't feel that everybody from the state of New Hampshire should be able to have a ticket to the University. By that I'm not saying that everybody shouldn't have the opportunity, they should, so long as they have the qualifications to make it scholastically. That's what I'm trying to say, unfortunately we can't all go to college. I probably sound like some kind of a snob and I don't want to give that impression. That is why I belabor the point. I'm merely saying that I believe more in the classical approach to education. Once it becomes watered down, by allowing everybody to go to a col-

**"I personally believe that the most important function that education would serve is giving the student the opportunity to learn to think, to learn to become involved with mankind, to learn to understand himself and the people he lives with."**

lege or university, you can't help but end up with a mediocre system. I would rather pick and choose from those that are better qualified and have a system that is based on excellence.

**THE NEW HAMPSHIRE:** As you see it, what vision of the state University do the people of this state

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# Bernard I. Snierston

**'I don't see how a decision affecting students in the general rules that govern their lives can be established without direct discussion with the students who are involved.'**

**EDITOR'S NOTE:** Bernard I. Snierston is justice of the Laconia District Court and a senior partner in the law firm of Snierston, Chandler, and Copithorne of Laconia. Snierston a native of Laconia, attended Cornell University and received an AB from the University of New Hampshire in 1913. Three years later he received a LL.B. from Harvard Law School. He is 57. In 1962 he received the first Brotherhood Award ever given by the New Hampshire Chapter of the National Conference of Christians and Jews. He is on the Committee of General Courts of the American Bar Association and the New Hampshire Committee of General Courts. Snierston is a former president of the Belknap County Bar and former secretary of Laconia Hospital. He is married to the former Muriel Goldberg and has two children. He was appointed to the Board of Trustees of the University in 1963 by Governor King, and is chairman of the Student Affairs Committee.

Laconia, N.H. April 21, 1970

**THE NEW HAMPSHIRE:** Mr. Snierston, there is no question that professionally you are a very successful man. How is it that you find the time to accept the position of a trustee? What is it about the role that justifies the time it requires?

**SNIERSTON:** It's a very important function for anybody. And it is really a privilege to be picked. Any person doesn't live by just bread alone and this is one of the functions that you can perform in the community, state and the country. And it goes beyond your just making a living and performing your own work for your own purposes. This is something that I enjoy doing. And I really don't feel that I'm making any sacrifice

**"I think the Board of Trustees should have wider representation from the academic community. I would have no objection to a discussion of whether or not faculty should be represented, and whether students should be represented."**

in doing it, I'm just pleased and honored to have been picked to serve on the board.

**THE NEW HAMPSHIRE:** Do you think that the Board of Trustees as it is currently set up can adequately make decisions for the schools they serve?

**SNIERSTON:** Now are you talking about the present Board of Trustees at the University of New Hampshire?

**THE NEW HAMPSHIRE:** No, the system of the Board of Trustees.

**SNIERSTON:** Yes, I think the system of a Board of Trustees operates well. It becomes a matter of who shall make up the personnel of the Board. If you could be assured that the members of a board of trustees or regents could be sensitive to the needs of the university community, then there is no reason that the system of a board could not operate properly. Now, whether there should be additional representation on the Board, this is another question.

**THE NEW HAMPSHIRE:** Do you see any way of improving the trustees as a functioning body?

**SNIERSTON:** Oh yes. In the first place I think it should have wider representation from the academic community. I would have no objection to a discussion of whether or not faculty should be represented, and whether students should be represented.

**THE NEW HAMPSHIRE:** How about representation as far as professions are concerned? Do you think that right now the Board is weighted with lawyers? Is this

a problem or is this an asset?

**SNIERSTON:** I think it is an asset. Not because they're lawyers, but because lawyers traditionally have an interest in the community beyond their profession. I think this is one of the functions of a lawyer, and I think it is pretty well demonstrated if you go into any community, any legislature, including the Congress, or even in considering the Presidency you find usually a great number from the legal profession. And this doesn't mean that as a lawyer you are more qualified, but I think your interest is oriented as a lawyer. I think this is part of your training, to devote yourself to the community interests. And so I see no objection whatsoever to having lawyers on the Board, as I see no objection to having lawyers in any field because of this orientation to the public interest.

**THE NEW HAMPSHIRE:** What would you think of 50 per cent student representation on the Board of Trustees?

**SNIERSTON:** Well, I think that's too much. That is a definite opinion that I have.

**THE NEW HAMPSHIRE:** Do you think there is any room on the Board for some students?

**SNIERSTON:** I think there is room on the Board for student representation. The number is another question. Certainly it ought not to be any where near 50 per cent.

**THE NEW HAMPSHIRE:** But you would not object to having one or two students on the Board of Trustees?

**SNIERSTON:** I would not personally object to that.

**THE NEW HAMPSHIRE:** Do you think that the trustees are able to make intelligent decisions on matters that affect the life styles of students, when at the moment they have very little direct contact with students?

**SNIERSTON:** I think the trustees ought to have more contact with students. And I don't see how a decision affecting students in the general rules that govern their lives can be established without direct discussion with the students who are involved. But I think that the trustees can make proper decisions with respect to the students. My point obviously is that before making such decisions they have to consider something more than their particular attitudes aside from what the students themselves think.

**THE NEW HAMPSHIRE:** President McConnell has announced that he will resign in June of 1971, and the trustees are responsible for selecting a new president. Do you think it is important to involve students and faculty in this selection process?

**SNIERSTON:** Yes, I think it is. Again to what extent becomes a problem. But certainly to some extent I would expect that this ought to be a part of the process.

**THE NEW HAMPSHIRE:** What qualifications would you personally look for in a candidate for the presidency of a university?

**SNIERSTON:** That's pretty difficult to answer in a thumbnail observation. The ideal person would be one with some experience in the area of administration. A background in the field of education, a temperament suited for the handling of difficult problems and people, a sympathy and an understanding of the problems of students and faculty and administration and trustees, in addition to a general broad understanding and knowledge of all the factors that go into the running and operating of a great institution.

**THE NEW HAMPSHIRE:** To change the subject, in your opinion what impression do the people of the



state have of the University? How generally do the people of this state look at the University?

**SNIERSTON:** I think generally the people of the state consider the University an excellent university. I think there is a vocal minority that operates from an anti-intellectual basis. Unfortunately, in New Hampshire it has a voice, which lends this anti-intellectualism a voice by simply permitting the public to see things which they might not even consider, in print. That's an unfortunate situation. But it is one that can be lived with, and I assume that if you are going to operate in an atmosphere of freedom of expression and opinion then you have to cope with the expressions of those with whom you could very violently disagree.

**THE NEW HAMPSHIRE:** What then do you see as the main reason for the state's low contribution to higher education?

**SNIERSTON:** I think it's a matter of economics. Since the state is in a financial situation that it only has so much money to operate with, it becomes a question of priorities. And so each function of government including education must necessarily take its place in that limited financial picture. And this becomes the big problem.

**THE NEW HAMPSHIRE:** How much contact do you as a trustee have with the legislature? Or, in effect, do you think that lobbying for the University is a part of your job?

**SNIERSTON:** Yes, I think lobbying for the University is a part of my job. As I have indicated, it becomes a question of how much of a limited pie is going to be allotted to the function that I am concerned with.

**THE NEW HAMPSHIRE:** If I can ask you a very general question, what essentially is your philosophy of higher education? What should higher education consist of?

**SNIERSTON:** I think the concept of higher education changed radically in the recent past and will more radically change in the future. A university can no longer be a means of teaching for the purposes of preparing a person to make a living. Or to train him simply to go on to graduate school and take his place as a member of the economic system. I think the university in these days has to be in the forefront of the vast problems that are convulsing the world. I think that it has to be a meeting ground for the discussion of learning and for an active part with those problems that may have little to do with the academic part of a university, but which are very much a part of the

**"There is much more to be learned in the books and in the classroom, and the university must be the leader in these areas."**

education of the students and the people who are a part of the university. There is much more to be learned than can be learned in the books and in the classroom, and the university must be the leader in these areas.

**THE NEW HAMPSHIRE:** Do you think that everyone that graduates from a New Hampshire high school is entitled to some form of a higher education?

**SNIERSTON:** Yes. I think he is entitled to some form of higher education. This is not to say that he should go

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# George R. Hanna

**"On any problem we listen to the facts presented by the administration, which is closer to the students than we are."**

**EDITOR'S NOTE:** George R. Hanna was born in West Swanzey, N. H. in 1918. He attended local schools and went to Dartmouth where he received his AB in 1939. Ten years later he received an LL.B. from the Boston University Law School. A veteran of World War II, Hanna is a dues paying member of the American Legion but has never attended a meeting. He says he likes their baseball program. He is a partner in the law firm of Faulkner, Plaut, Hanna, and Zimmerman of Keene and a member of the Rotary. Hanna is married to the former Shirley Garfield and has four children. He was appointed to the Board of Trustees in 1963.

Keene, N. H. March 31, 1970

**THE NEW HAMPSHIRE:** Mr. Hanna, do you think that the Board of Trustees as it is currently set up can adequately make decisions for the schools it serves?  
**HANNA:** Well, I think it can make many decisions adequately, yes. I am assuming that any body will find on occasion decisions that it can't make as adequately as the next one.

**THE NEW HAMPSHIRE:** Do you think that there are any changes that could be made in the Board of Trustees that could, perhaps, make it more responsive to the needs of the campus?

**HANNA:** Well, I've thought about it a lot, and I don't know how personally to organize the trustees differently so that they could do a better job. I've thought that it might be good to have a smaller group, possibly associated with each institution more closely than it is, and report to and about that institution. On the other hand, I'm afraid that if that is done the bad results would be greater than the good results. We would again provincialize, particularly the state colleges, which in my opinion have greatly benefited by the association with the University of New Hampshire, being governed by the same Board of Trustees. Now, one other thing, more efficiency could be obtained, in my opinion, if we had a substantially smaller number of trustees as a management group who spent a considerably larger amount of time than each individual trustee now does. However, I am afraid that we might lose some of the identification that the institution has with the public if you took away the home town people, so to speak. I'm a home town representative in Keene and I know that trustees are spread out all over the state. I'm sure that if we had a small group working only on the problems of education, they might be more efficient. But historically government institutions have not been too efficient and I assume educational institutions have not been. Sometimes with efficiency you lose some other qualities.

**THE NEW HAMPSHIRE:** What you are referring to, then, would be a professional management group that would work full time?

**HANNA:** Well, I wasn't thinking of that, I was thinking of smaller groups spending more time, that's all.

**THE NEW HAMPSHIRE:** We are still talking about unpaid people, is that correct?

**HANNA:** Yes, either unpaid or paid. I don't think unless you really went out and hired top management, which you couldn't do, that under our present economy and the way we're set up, that you could do anything with that sort of plan.

**THE NEW HAMPSHIRE:** What would you think of 50 per cent student representation on the Board of Trustees?

**HANNA:** I wouldn't favor it.

**THE NEW HAMPSHIRE:** Could you tell me why?  
**HANNA:** I don't think students, largely because of their age, and lack of experience, have enough experience to make judgment decisions on management problems.

**THE NEW HAMPSHIRE:** Do you see the Board of Trustees as mainly dealing with management problems?  
**HANNA:** They're making judgment decisions on matters presented to them by the administration. And that's what I mean by management problems.

**THE NEW HAMPSHIRE:** What would you think of having one or two students on the board?

**HANNA:** I would be willing to see that. In fact, more than willing. And I would be willing to see more than one or two, but I wouldn't favor 50 per cent.

**THE NEW HAMPSHIRE:** Do you think the trustees are

able to make intelligent decisions on matters affecting the life styles of students when they presently have very little contact with students?

**HANNA:** Yes.

**THE NEW HAMPSHIRE:** Why do you say that?

**HANNA:** Because on any problem we listen to the facts presented by the administration, which is closer to the students than we are. We make our judgments to a great extent on those facts. Also, one of the items of experience that probably most trustees have is that they do have children and they are exposed to decision making with respect to their own children. This doesn't give by any means foolproof experience, but it gives you some perspective.

**THE NEW HAMPSHIRE:** Do you consider it important to include students and faculty in the selection of President McConnell's successor?

**HANNA:** Yes.

**THE NEW HAMPSHIRE:** How might they be involved?

**HANNA:** I know how they have been involved in the past, but I don't think going into details is something I should do at this point.

**THE NEW HAMPSHIRE:** Can you tell me what qualifications you personally would be looking for in a candidate for the presidency of the University?

**HANNA:** No.

**THE NEW HAMPSHIRE:** You cannot tell me what you would be looking for in a man?

**HANNA:** I could. But the answer is no.

**THE NEW HAMPSHIRE:** How do you interpret the state's vision of the University? How important do you think the University is to the people of New Hampshire?  
**HANNA:** Those are two different questions. I think the State University is extremely important to the state of New Hampshire. How the public or different individuals look on it, I think speculative. I don't know

**"I think that society generally, however, should make available just as many educational opportunities as it can afford for people above the high school level."**

how the people look at it. I think you can only say that despite the lack of broad base support in New Hampshire for the University, that the University has had good overall public support over the years, particularly during its growth period. One reason for this certainly is President McConnell's personality and the way in which he has handled the University.

**THE NEW HAMPSHIRE:** How about financial support? Isn't the state's present contribution to higher education pitifully low?

**HANNA:** Well, one pretty elementary reason is that people do not ever I think, vote for, and I repeat the word for, new taxes. Often they will vote against a tax scheme but they will rarely vote for, and because of our constitutional provision against graduated taxes, we are unable to have any sort of graduated income tax in New Hampshire. Because we are unable to, we are unable to get support for a broad base tax. Because of the general antipathy towards sales taxes in New Hampshire you are unable to get that type of broad base tax.

**THE NEW HAMPSHIRE:** Do you as a trustee have any direct contact with the state legislature? In effect, do you do any lobbying?

**HANNA:** I have direct contact with the legislature in one sense, if you say that I know some legislators. Yes, I know them, I've talked to them, and the ones I know, I talk to about University business when it is appropriate. At the last session, I talked at some length with one or two of them. I do not formally sign up as a lobbyist and I do not very often go to the legislature itself. I have appeared two or three times in six years before the legislature, probably once a session, on a committee.

**THE NEW HAMPSHIRE:** Do you think a student can do anything to educate the state to the need for more monies for the University?



**HANNA:** I wouldn't say he couldn't. I think that students have less opportunity to influence legislation. They have less opportunity to do that, probably than others do.

**THE NEW HAMPSHIRE:** Can you think of any direct things a student could do?

**HANNA:** Well, I think letters to legislators, you know, with the facts rather than opinions, and with temperate remarks rather than intemperate remarks, would be a way that something might be accomplished.

**THE NEW HAMPSHIRE:** To get on another subject, what generally, is your philosophy of higher education? In other words, do you think that every student who graduates from a New Hampshire high school should be given some means of continuing his education? Do you think it is an obligation of the state to insure this?

**HANNA:** Those again are two questions, and I will not answer the first question, but direct my attention to the second question. That is, whether everyone should be guaranteed an education. I am not yet of that opinion. I don't think everyone necessarily should be guaranteed an education by the state. I think that society generally, however, should make available just as many educational opportunities as it can afford for people above the high school level. I am thinking not only of the University, but vocational, technical fields as well. I think the state should be able to contribute enough so that people of all economic strata can have the opportunity. Now, I'm not sure, I think everyone should have to contribute something to his own education too. But again according to what he can do. If we had a graduated income tax it would help towards that. But we can't have it.

**THE NEW HAMPSHIRE:** Do you think there should be a quota for out-of-state students?

**HANNA:** I'm not sure. I like the idea of having as many diverse elements in a university undergraduate student body as we can reasonably assemble. To the extent that an arbitrary ceiling prevents that, I think it does a disservice to the university. On the other hand, as a practical matter, you know and I know, that the people of New Hampshire that support the University feel it should be supported to take care of its own and there is some considerable merit in that also. One fine trustee that was on the board a while ago thought that we should have no out-of-state students. He was one of the most outstanding men we ever had on the board, but I disagreed with him wholeheartedly on that issue.

**THE NEW HAMPSHIRE:** What about ROTC? In your personal opinion does ROTC have a place on a university campus?

**HANNA:** Yes.

**THE NEW HAMPSHIRE:** For what reason?

**HANNA:** Well, I think for the same reason that driver education is in high schools. It's a skill that is definitely needed in society the way society is operated today. The best place to do it is in the university system. The best place to find leaders is in the colleges and that's where you might as well go rather than make those people go somewhere else to get that training.

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# Lewis J. Fisher

**"While I respect the opinions of pacifists, I do not see any reason why they should have to attend the University of New Hampshire."**

**EDITOR'S NOTE:** Lewis Fisher is a law partner of Fisher, Parsons, Moran and Temple of Dover. Born in Lynn, Massachusetts in 1914, he attended Boston public school and received a LLB from Northeastern University School of Law. He is married to the former Clara Rappaport and has three children. He was appointed to the Board of Trustees in 1968 by Governor John King.

Mr. Lewis Fisher, Dover, N.H. April 27, 1970

**THE NEW HAMPSHIRE:** Mr. Fisher, do you think the Board of Trustees as it is currently set up and functioning can adequately make decisions for the schools it serves?

**FISHER:** No, I don't.

**THE NEW HAMPSHIRE:** Is there any specific reason?

**FISHER:** Well, I personally feel that the interests of Keene, Plymouth, and the University of New Hampshire can be better served by a separate Board of Trustees for each institution. The problems today are too varied and complex for a trustee who comes from private life and who does not spend all his time with University affairs to keep up with all the matters and events that out of necessity arise in three institutions. I think that if they only had to concentrate on one university, better use could be made of their abilities and their time.

**THE NEW HAMPSHIRE:** Do you see any other ways in which the Trustee system could be improved?

**FISHER:** Yes, I think the board as presently constituted is too large.

**THE NEW HAMPSHIRE:** What would you think of having 50 per cent representation of students on the board as has been suggested by some students?

**FISHER:** I would not be in favor of it because I find that student leaders do not always represent the sentiment of the student body as a whole. Student leaders are the activists at the schools, and I do not mean that in any derogatory manner. There are many activists who are active in worthwhile causes, and I don't say that critically. But there seem to be a certain few at many colleges who interest themselves in student affairs and devote their time to it, but they are not necessarily representative of the vast student body. Also, with student representation you do not get any continuity. You get a student who may stay at the school for four years, or he may only stay for one year. When he graduates he may go to graduate school or he moves away and goes into other facilities, and I think it takes at least a couple of years to familiarize himself enough with the various aspects of a large university to begin to know how it functions. I think in the system we have now, with the students that may attend, if there are particular problems that come up from time to time they are brought to the attention of the trustees by the students and are given very serious consideration. I think this solves the function of communication between the student body and the Board of Trustees. I feel that students are students. Students are not administrators and students are not a governing body.

**THE NEW HAMPSHIRE:** President McConnell will resign in June of 1971. Do you think it is important to involve students and faculty in the selection of President McConnell's successor?

**FISHER:** Oh, I think faculty and students should be involved in everything that goes on in the University. If you asked if they should have a vote on it, or they should have control of it, I would be unalterably opposed to it. But I think faculty, students, interested citizens, or anyone else who cares to, should be involved. If they are sure they have something to offer to help the University system in the future, as in the past, their thoughts and suggestions will be gratefully received.

**THE NEW HAMPSHIRE:** What qualities do you personally feel are most important in the candidate for the presidency of a university?

**FISHER:** Well, I think the most important, other than the academic qualifications, is that a president has to have the ability to get along with people because the president is the focal point of all activity. He has to be able to deal with the students and gain the confidence of the students. He has to deal with the faculty both as associates and in a way as employees, because he ultimately is the chief executive officer of the University. So he has to be able to get along with faculty. He has to be able to get along with the trustees

and the trustees come from varied occupations and backgrounds and have varied political and educational backgrounds. In order to get a group to work like that harmoniously requires a great deal of talent. He then must deal with the public and he must be able to do that. He has to be a public relations expert because he deals with the press. He has to understand our political system because he has to deal with legislators. He has to deal with the governor. He has to submit budgets and have them accepted and passed on. These are just a few, so I would say that the most outstanding qualification is that he has to be able to get along with all types of people performing various functions. Such an individual is not easy to find, especially one who can also communicate with people.

**THE NEW HAMPSHIRE:** If I can ask you a very general question, what essentially is your philosophy of higher education? What do you think higher education should provide the students, what are the priorities?

**FISHER:** My personal philosophy of higher education is dependent on where you are sitting. If you're sitting on the Board of Trustees of a heavily endowed private institution your philosophy may take one course. If you are sitting on the board of a state university supported by public funds, out of necessity, your philosophy has to be geared to that type of institution. So first of all you have to recognize the facts of life and realize that you are dealing with an institution that is not self-supporting, either from endowment or tuition, and is dependent upon public funds. Being in such a situation you must, out of necessity, make a determination as to what are the priorities, and the priorities to my way of thinking would be to provide an education for as many as you possibly can. I do not think the way to accomplish this is to have many graduate programs that are very expensive. Not that I do not recognize

**"I personally feel that the interests of Keene, Plymouth and the University of New Hampshire can be better served by a separate Board of Trustees for each institution."**

the desirability of them, but if you have a limited amount of funds in a state such as ours, this system of education could best be served by concentrating the supply of funds in excellent education for as many as we can, but limited at some point.

**THE NEW HAMPSHIRE:** Do you think that a graduate of a high school in New Hampshire is entitled to some opportunity for higher education and that the state should guarantee this?

**FISHER:** The way you put the question, my answer would have to be no. I don't believe that people should be given the opportunity for higher education just because they want it. They think it's a good place to spend two years or four years. If you rephrase the question and say do I think anyone who has demonstrated a sufficient ability and a sufficient desire to further their education and is willing to put the time and effort into furthering their education, then yes. These people are entitled to having more education. I can't say that everyone just because they have graduated from high school is entitled to be supported by the state for a further period of time.

**THE NEW HAMPSHIRE:** What generally do you think is the state's vision of the University of New Hampshire? In other words, how do the people of the state look upon the University system?

**FISHER:** I think the people of the state generally have a very high regard for the University system. I think they feel that the people involved in the University system have to desire to do what's best for their children, for the state as a whole. We're fortunate in having people like Dr. McConnell and Dr. Adams and I know a great many others. These are two men I have been personally associated with and people like Jere Chase and Mr. French. There are many dedicated, hard-working people over at the University. I'm sure that the people of New Hampshire feel that everybody is making a sincere effort, and that they have done a tremendous job in bettering our University system.

**THE NEW HAMPSHIRE:** What do you think is the main reason for the state's low financial contribution to higher education?

**FISHER:** Well, I personally don't feel that the state has made such a low contribution, because if you take all the funds that have been voted for construction and

expansion in the last few years and you add them all together I think you'll find that the per capita expenditure is greater than that of many other states.

**THE NEW HAMPSHIRE:** Do you as a trustee have any contact with members of the state legislature, or, in effect, do you do any lobbying for the University?

**FISHER:** I don't do any lobbying as such, in that when a particular bill is up I campaign either for or against it. But on a year round basis I as well as many other trustees, am acquainted with members of the legislature and I'm sure that we all make known to them on a steady basis the needs of the University and try to keep them informed of the accomplishments of the University as we go along.

**THE NEW HAMPSHIRE:** Do you think at the moment there is enough contact between the faculty, students, and trustees, or do you see any way in which there might be more contact?

**FISHER:** Well, I do not think there is enough contact, but I think in the last couple of years strides have been made to rectify this. President McConnell has arranged for various faculty members to attend the trustee meetings so they can become acquainted with the trustees and so the trustees can also become acquainted with them. We have also had students from various campuses visit and attend our trustee meetings. We've had the president of the student body attend our meetings on a regular basis. I think these steps are being taken to improve the situation.

**THE NEW HAMPSHIRE:** I'd like to ask you several questions on current issues on the University campus. First is the issue of ROTC. Do you think ROTC has a place on the University campus?

**FISHER:** I certainly do.

**THE NEW HAMPSHIRE:** Would you envision it remaining on campus?

**FISHER:** As far as I am concerned, this is a state institution supported by state funds and federal funds. This is a federal function that is on a purely voluntary basis and I certainly think that everything should be done to cooperate with them. Of course, you also have the question of people who do not like certain aspects of the University and are violently opposed to certain policies of the University. They have the proposition that it is voluntary and nothing forces them to stay at the University. While I respect the opinions of pacifists, I do not see any reason why they have to attend the University of New Hampshire. If they are such dedicated pacifists then I am sure that there are institutions dedicated to that principle and that's the place for them.

**THE NEW HAMPSHIRE:** According to the law as it now stands, there can be no more than 25 per cent out-of-state students in the student body. Do you think the quota system is wise and necessary?

**FISHER:** Yes, I think it is wise and necessary because on a quota basis there are many qualified people that we cannot take. We can't take everyone. The population in New Hampshire being fairly small, and that of the surrounding states much larger comparatively, if there were no quota or no restrictions on the number admitted I think we'd have a state University with a minority of New Hampshire residents. We should have out-of-state students because if we want to give people a well-rounded education I think it's a necessity that they meet, live, and study with people of various backgrounds and localities.

**THE NEW HAMPSHIRE:** If I've interpreted your answer correctly, you are in favor of the quota system as it is now.

**FISHER:** Well, I don't say that 25 per cent is any magical number, but I do think we should have out-of-state students and that we should have some limit.

**THE NEW HAMPSHIRE:** My final questions are on the University newspaper. What generally has been your impression of THE NEW HAMPSHIRE over the past year?

**FISHER:** Well, I generally approve of it. I don't always approve of the editorial content and subject matter, but I believe any university that is worth anything must have a medium for expression. I think that the newspaper generally has conducted itself responsibly and I certainly would like to see it continue.

**THE NEW HAMPSHIRE:** Do you think that there should be any censorship of a university newspaper by the administration? There is no censorship at the moment.

**FISHER:** I don't think there should be censorship as

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# Ray Howland, Jr.

**“The whole academic system will have to change, is going to change, if we are going to have an educational system survive that is worthwhile.”**

**EDITOR'S NOTE:** Ray Howland, Jr. is a vice president of Eastern Tool & Stamping Company of Saugus, Massachusetts, and president of Frontier Development Company. He is a life member of the First Iron Works Association and a senior member of the American Society of Manufacturing Engineers. Howland is a native of Massachusetts and a graduate of Dartmouth College. He lives at Evergreen Farm in Stratham where he raises registered Angus cattle and registered Morgan horses, plus several types of grass sod. He has three children. Howland was appointed to the Board of Trustees in 1966.

Stratham, N.H.

**THE NEW HAMPSHIRE:** Mr. Howland, do you think the Board of Trustees system as it is currently set up can adequately make decisions for the schools it serves?

**HOWLAND:** Yes, I think it can.

**THE NEW HAMPSHIRE:** Do you see any ways in which the system might be improved as a functioning body?

**HOWLAND:** I think there is room for improvement, yes. It is something that requires more thought and more detail than is available at this time. I think it's organizational and functional rather than a complete change in the entire system.

**THE NEW HAMPSHIRE:** What would you think of 50 per cent representation on the Board as has been suggested by some students?

**HOWLAND:** I would not be in favor of this at all. My feeling is that if these students have the preparation and necessary qualifications for this type of experience then they do not need to be at the University.

**THE NEW HAMPSHIRE:** Do you think there is room for any students on the board? Do you think that two or three students on the board might help the trustees' decision?

**HOWLAND:** I think it might be detrimental, really. I think the situation as it now stands with student representatives there and being able to participate is good and I think they have done a good job in participating and bringing forth some of their thoughts without really getting involved in some of the problems that I think are beyond their scope and perhaps beyond their interests.

**THE NEW HAMPSHIRE:** Do you think at the moment that there is enough communication between the students and the trustees?

**HOWLAND:** That's a rather difficult question to answer. I'm not sure that there is enough contact and this may sound rather odd, but I'm not sure that there is enough realistic contact with the administration.

**THE NEW HAMPSHIRE:** President McConnell will resign in June of 1971. Do you think it is important to involve students and faculty in the selection of President McConnell's successor?

**I think the people of New Hampshire have a right to kind of bitch if they are being asked to pay part and subsidize the education of people of another state.”**

**HOWLAND:** I have mixed emotions about that. My general experience is that I think faculty and students might be drawing qualifications on experiences that they have had as education exists now. I did drop line to the president of the board suggesting that perhaps we should look into the future a little and come up with a job description which might be entirely different from what the requirements are now. I am tremendously hopeful that the next five or ten years will see some really rapid changes in educational procedures and therefore, if this in fact does take place, think the requirements for a president might be entirely different than what they are now. In all honesty, I cannot specifically answer your question because I'm thinking about it now and my responsibility as a trustee and saying really what are the qualifications for president in five years? Are they the same as what they are today? I don't know the answer to that, and I don't know what the qualifications will be. But I really suspect that many of the students are thinking I suspect many of the trustees are thinking of what they have now, and I'm hopeful that there are going to be some really rapid changes in the next five or ten

years which will make a substantial difference in the qualifications.

**THE NEW HAMPSHIRE:** What type of changes do you foresee in the near future in the University here?

**HOWLAND:** I don't know if I foresee them in the near future, and I'm not necessarily talking about changes in our University system. The whole academic system will change, is going to have to change, if we are going to have an educational system survive that is worthwhile, that will offer an education opportunity to the number of people that want it. Our educational process at every facet of education is climbing at such a rapid rate that left to continue in this direction, in a few years we wouldn't be able to educate a fourth of anywhere near the number of people that we should educate and that want education. So I envision some changes in the techniques. Things are going to have to come to grips with the cost of education, regardless who pays for it because, ultimately, we as tax payers pay for it.

**THE NEW HAMPSHIRE:** What do you think, personally, a higher educational system should provide the students? In other words, what is your own philosophy of higher education?

**HOWLAND:** Well my own philosophy is that it should provide them perhaps with some training as to how they can survive, socially, economically, in today's world. I would hope that it would bring to the individual an ability to think, to discuss issues, to view them with an open mind. And I find that this is lacking tremendously in all aspects of our society today, the ability to discuss with an open mind. Most people have their minds fixed. They are convinced that what they have to say is right and they won't even debate the issues with an open mind at all.

**THE NEW HAMPSHIRE:** Do you think that everyone who graduates from a New Hampshire high school is entitled to some form of higher education? In other words do you think the state should guarantee all its high school graduates an opportunity to continue their education?

**HOWLAND:** Without any charge?

**THE NEW HAMPSHIRE:** Not necessarily, but some system which makes it economically possible for everyone to go to school. This doesn't mean free, but for the underprivileged some type of opportunity, not necessarily college, but some means of continuing their education.

**HOWLAND:** I'm not sure everybody wants and needs that. If there are wants and needs I think I would be inclined to say yes. I think this is a broad-based kind of question that could be discussed on a philosophical basis for some time. I think we should say yes to those who want to learn.

**THE NEW HAMPSHIRE:** How do you interpret the states' vision of the University? In other words how do you think the people of the state regard the University system?

**HOWLAND:** The people, by and large, I think have a reasonably good opinion and respect for the University system. At times there is some unfortunate publicity that is distorted etcetera. I think this has tended to raise some questions, but by and large the majority of the people, at least those I have come into contact with, seem to have a reasonably good opinion of the University.

**THE NEW HAMPSHIRE:** What do you see then as the main reason for the states' low contribution to higher education financially?

**HOWLAND:** I think we're a relatively poor state. A relatively poor state, that's not the right word, we are a relatively small state. We have not been involved with broad-based taxes and we have not gone into some of the social programs that have been gone into in some of the other states, and this includes education.

**THE NEW HAMPSHIRE:** Do you see any remedy for this in the near future?

**HOWLAND:** From a college level down to kindergarten some changes are going to have to be made because it is not only the University that is going to continue to demand money and cost the taxpayers money, it is all forms of education. Grade schools, high schools, these are the major costs for any city or town. So that yes, I say that this is going to have to be remedied somehow, but I don't have the 'how'. I wish I did.

**THE NEW HAMPSHIRE:** How much contact do you as a trustee have with the state legislature? In effect, do you think lobbying for the University is part of the function of a trustee?

**HOWLAND:** If it is, I have done a horrible job in this area. I travel a great deal. I work in Massachusetts. I am in Massachusetts, or other states, every day. I have had damned little contact with the legislators. I don't think I would be in a position because of my own requirements, personal survival and making a living, that I could be of much help in that area. Of course, I really don't know that I would be constituted to do a good job in that area.

**THE NEW HAMPSHIRE:** What is it about the role of a trustee that justifies the time it requires and demands? What is it that allows you to spend as much time as you do with your position?

**HOWLAND:** Well, I'm a firm believer and I know many people that we, and when I say we I mean the people that I know and are fortunate to be associated with, have had many opportunities in this country. And we feel a social obligation to the country and this is an attempt to give back a little of what I have received. That's my justification, right or wrong, there it is. I owe something.

**“I have had damned little contact with the legislators.”**

**THE NEW HAMPSHIRE:** How is the relation between the Board of Trustees and the University Senate? Many of the decisions that are made in the Senate later go on to the Trustees, do you think there is enough communication there, between the Senate and the Trustee Board?

**HOWLAND:** No, I'm not sure that there is really. I think this is something that is kind of feeling its way around, and I think it's heading in the right direction. In normal time I think it will improve.

**THE NEW HAMPSHIRE:** What do you think of the quota system? Do you think it wise and necessary to limit the out-of-state enrollment to 25%?

**HOWLAND:** Yes, I think so. I think we have to generate and are generating more sophisticated systems of procedures that the administration encountered. In fact, we will do a better job in line of what our costs are. I think the people of New Hampshire have a right to kind of bitch if they are being asked to pay part of and subsidize the education of people of another state. Particularly the way we are constituted and the rather limited budgets that we have been able to put out. I'm not saying that we shouldn't look at it; I think everything should be looked at and surely in the next ten years things are going to change. Maybe this will change too. But right now I think there are some legitimate reasons for it, and I don't think it's particularly out of line.

**THE NEW HAMPSHIRE:** What about ROTC on campus? Do you think ROTC has a place in the University community?

**HOWLAND:** For those who want it, yes.

**THE NEW HAMPSHIRE:** So you would be in favor of keeping this on campus?

**HOWLAND:** Yes.

**THE NEW HAMPSHIRE:** My final questions are on the University newspaper. What generally has been your impression of THE NEW HAMPSHIRE this past year?

**HOWLAND:** I cannot comment on that. Call it impression if you want, but I just can't keep up with the reading requirements that I have and that one has been skipped.

**THE NEW HAMPSHIRE:** I see. Do you think there should be censorship of a university newspaper by the administration? There is none presently.

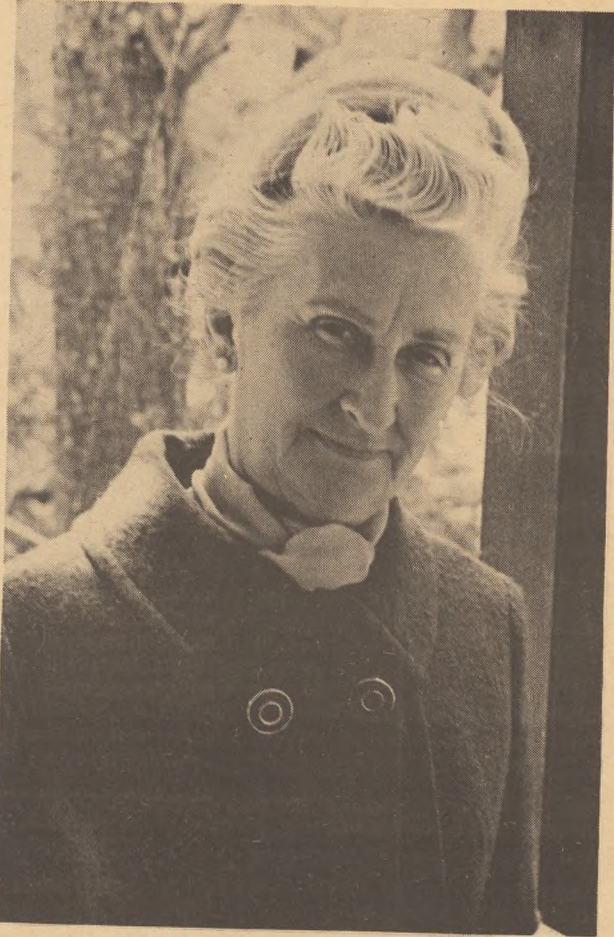
**HOWLAND:** I think there are some things that can be considered right in all society. If something violates that, then, yes, I think there should be censorship. I don't think there should be censorship about philosophies but I think there should be, rather, standards of good taste. I think that lately we have gotten away from it in some areas.

**THE NEW HAMPSHIRE:** Then you could justify censorship?

**HOWLAND:** Not of philosophies. Now, if you want to expound on the Chicago Seven, communism, socialism, I don't care what it is. . . .

**THE NEW HAMPSHIRE:** Just with respect to taste then.  
**HOWLAND:** I would fight that, I would censor that. If you're going to use nasty, four-letter words to offend everybody, then I think they should be replaced with ads, anything.





# Mildred K. Perkins

**"We have given the impression that if you don't have a college degree that you just don't fit, and I think this is wrong."**

THE NEW HAMPSHIRE: What do you personally think are important qualities in the candidate for the presidency of a university? What are the most important qualifications?

MRS. PERKINS: I think that the old qualifications are still good. I think we should look into his background, what he has been able to accomplish, certainly as to what extent he has worked with the segments of our society, the youth as well as the older people, and to what extent he has been involved in these capacities so he would be able to handle the problems as we are confronted with them today.

THE NEW HAMPSHIRE: How do you interpret the state's vision of the University? In other words, how do you think the people of New Hampshire look upon the University system?

MRS. PERKINS: Well, I'm terribly impressed with the way the people of New Hampshire regard the University. In fact, I will go back to my own feeling about it. I am old enough to have seen the prestige of the University grow and grow and therefore I have great respect for the trustees and administrators who have gone on before us. I think they have done a terrific job in the last few years and the people of New Hampshire have responded to this. I think they are very, very proud of the University. I always hear this, especially from your alumni who are so enthusiastic, not just out of loyalty, but because the University has grown and is respected throughout the state and country, this is something I feel we have a great deal of reason to be proud of.

THE NEW HAMPSHIRE: What would you see as the main reason for the state's relatively low contribution to higher education?

MRS. PERKINS: You mean financially?

THE NEW HAMPSHIRE: Yes.

MRS. PERKINS: Well, New Hampshire people may be a little bit more individualistic, in other words, we are much more given to pay as we go. I don't feel that we are giving as little to the educational system as it would look, or as many people would have us believe. We do it differently here than in many states. Maybe we're not giving it as much as a lot of people would like as far as the state's concerned, but I think that we have done a terrific job. It has proved it. It has worked. We have a very good University and we haven't gone overboard financially.

THE NEW HAMPSHIRE: Do you think that the state's present financial contribution is sufficient, then?

MRS. PERKINS: It depends upon what the people in New Hampshire want. If they want the University to stand still, in other words, not grow population-wise as well as other ways, I think they've got to face the fact that if we are going to service more students in the future, it's going to take more money. And of course with inflation and all the other worries that we have, you can't get around it. It will cost more money. I think that this is the time that citizens of New Hampshire have got to face up to it. Do they want the University to grow along with the other colleges in the country or do we just say we've got to stay here. It's all a matter of priorities.

THE NEW HAMPSHIRE: How much contact do you as a trustee have with the state legislature, or in effect do you do any lobbying for the University? Do you consider this a part of your job?

MRS. PERKINS: Yes, I think that as an individual I personally am privileged to know a lot of members of the legislature. Not because of my being a trustee, but I just do. Consequently I feel that I am talking to them and I can make my feelings felt to them indirectly of my pride in the University, what I think its needs are, where I think it should go. I won't say that's lobbying, in the real sense of the word, but I feel I do have contact.

THE NEW HAMPSHIRE: Can you tell me what essentially is your philosophy of higher education? What do you see as the function of the University system, and what should it provide the students?

MRS. PERKINS: Well, it must provide them a place where they can come together, certainly getting the basics of their education for their basic needs, because I feel that education is ever-necessary. I do feel that we should give them all the tools and advantages that are necessary to bring out whatever it is they are interested in. I think we have to provide a proper climate for respect, desire for growth, in bringing out the better characteristics of all of us. I think that's part of a University system. I feel very strongly that it's very easy for any human being to have qualities that

are not so good. I just feel strongly that the University should be bringing out the best qualities of their student body.

THE NEW HAMPSHIRE: Do you think that everyone who graduates from a New Hampshire high school is entitled to some means of furthering his education, and that the state should provide him with this? Not necessarily college, but some means of furthering his education?

MRS. PERKINS: Yes, I do. But I don't believe that every high school graduate should go to a university. I be-

**"New Hampshire people may be a little bit more individualistic, in other words, we are much more given to pay as we go. I don't feel that we are giving as little to the educational system as it would look, as many people would have us believe."**

lieve in vocational schools. I believe that not every student is one who would benefit by a University education. I believe we have made second-class citizens of blue-collar workers, maybe. We have given the impression that if you don't have a college degree that you just don't fit, and I think this is wrong. I think people who have talents in certain areas should go to vocational schools to help these talents. I think this is what they should be given the chance to do. But I think a college degree is what society should be promoting as the alternative. I don't think it's for everybody and I think it's a shame that we have kind of fallen into this concept of education.

THE NEW HAMPSHIRE: Do you think ROTC has a place on the University campus?

MRS. PERKINS: Yes, I do. I think it has had a place in service to our country. I don't think many people realize how much we have depended upon these trained people in the past. But I also think the University system is being shortchanged. The people who would like to belong to a program like this can get a great deal out of it. I think it should be provided because if you take it away, you are taking away the freedom of some of your students. It just seems to me that so many of your students are calling for freedom and it's only freedom for what they want. They are not looking at it as giving freedom to all these different groups. I'm certain that there are a group of students on this campus that would want to belong to ROTC and would benefit from it. I can see no reason why this should be taken away from them because others don't want it. I think it has its place.

THE NEW HAMPSHIRE: Do you think that limiting the out-of-state students is wise and necessary?

MRS. PERKINS: Yes, I think we have to think of New Hampshire. After all, a University is primarily a service to the students within the state. When we have just so much money we can do just so much. I think the way it is set up now, with a certain percentage of out-of-state students allowed, is maybe a compromise and a very fair way of setting up under the circumstances. I do think out-of-state students provide something for the students here. In other words, there is a give and a take basis for knowing students who are not just local. I think the more you brush shoulders with people from other places, the more you gain from this. But our first thought is that we must see that New Hampshire high school graduates have a chance. I don't know what fair way you could have it set up at this point.

THE NEW HAMPSHIRE: My final questions are on the University newspaper. What generally has been your impression of THE NEW HAMPSHIRE over the past year?

MRS. PERKINS: I've tried to be very open-minded about it and look at it through the eyes of the students, and I think it's a newspaper that will gain a lot of attention. I think the trend in the last year is trying to focus on what is shocking or will wake people up. Maybe this is important because I realize that people are apathetic, more or less. However, I still get the feeling that it's sort of like imposing rather than trying.

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EDITOR'S NOTE: Mrs. Mildred K. Perkins is on the executive board of the Republican State Committee and a National Committeewoman of the Republican party of New Hampshire. She received her Bachelor of Education from Plymouth State College in 1930 and taught Social Studies in New Hampshire and New Jersey public schools. Mrs. Perkins is a member of Eastern Star, co-founder and director of the New Hampshire Lawyers' Wives' Organization and a charter member and past president of the New Hampshire Hospital Auxiliary. She was a member of the Concord Board of Education for nine years. Mrs. Perkins was elected to the Board of Trustees in 1967 by the Plymouth State Alumni Association.

Durham, N.H. April 22, 1970

THE NEW HAMPSHIRE: Do you think the Board of Trustees as it is currently set up can adequately serve the schools it serves? In other words, do you think the Board of Trustees system is a good one?

MRS. PERKINS: I certainly do.

THE NEW HAMPSHIRE: Are there any particular reasons for this?

MRS. PERKINS: Well, in the time that I have been on it, I have been impressed by the quality of members, the number of members, how they are selected and also the attitude that they have in listening and working. They are always willing to compromise for what they think is best for the school.

THE NEW HAMPSHIRE: Do you see any way in which the system could be improved as a functioning body?

**"I think having a student on the Board of Trustees could do a lot of good. I think we need to listen to what they have to say, but I also think this would be good because I think they have to listen to what we have to say. It has to work both ways."**

MRS. PERKINS: Well, I know there's a great cry for students to have their own representation and I'm not against that. They should have some say and, in fact, they do now, which I think has added very much to it.

THE NEW HAMPSHIRE: Do you think it would be helpful to have some students on the Board of Trustees?

MRS. PERKINS: I think that having a representative on there could do a lot of good. I think we need to listen to what they have to say, but I also think this would be good because I think they have to listen to what we have to say. It has to work both ways.

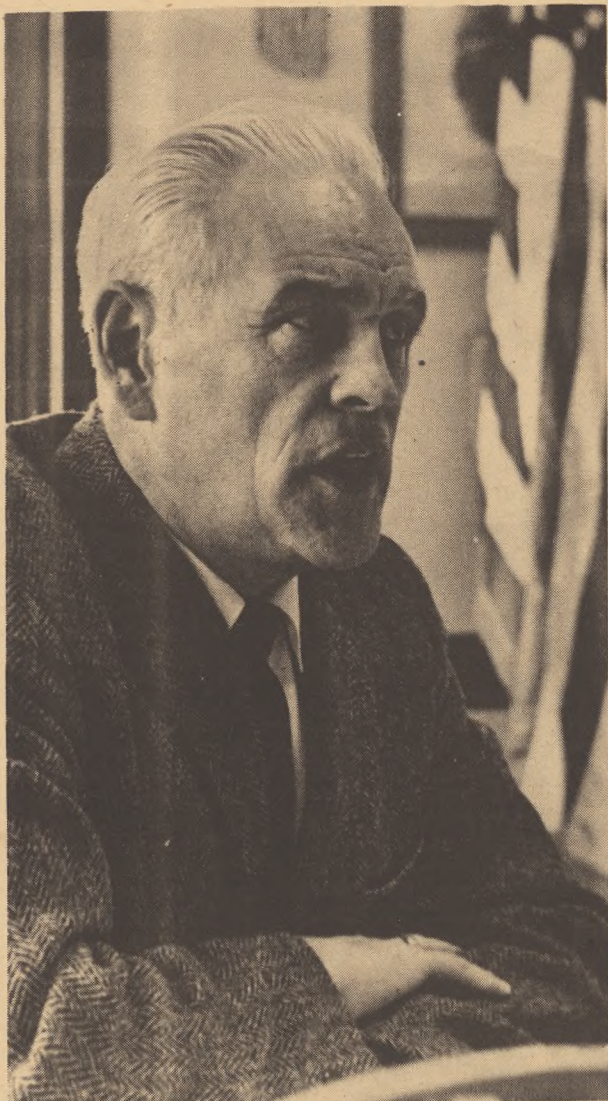
THE NEW HAMPSHIRE: President McConnell has announced that he will resign in June of 1971. Do you think as a trustee it is important to involve students and faculty in the selection of a new president?

MRS. PERKINS: Yes, to a certain extent I do.

THE NEW HAMPSHIRE: How would you suggest this involvement be incorporated into the selection process?

MRS. PERKINS: I think the faculty and the students should have a representative on the committee.





# Frederick C. Walker

**"I tip my hat to the more serious concerns that youngsters have now and have the moxie to tell us about."**

**WALKER:** My first reaction is that this might be too high. We had a very fine experience having Brad Cook sit in, and Jim Day from Plymouth; I've forgotten the young lad's name from Keene. There have been issues which have come before the board when they have not hesitated to tell how they thought the student body felt. I think a lot would depend on how responsible these people would take their assignment and what sort of power they had. We realize that they have chores to do in terms of being students on campus, but I think there are some areas that we of another generation have to be shown. We are seeing evidence of responsibility in students. I do in my own high school. I smiled when I told Brad Cook that when I was student government president, our big concern was not the social world, our environment, foreign policy, or anything like this. I think we were more concerned with our lessons, sports and dating. The big deal in my senior year as president was to initiate the Student Activity Tax program. I tip my hat to the more serious concerns that youngsters have now and have the moxie to tell us about.

**THE NEW HAMPSHIRE:** Do you think there should be any students on the Board of Trustees?

**WALKER:** I'd like to see them on the board. You mentioned earlier the matter of the selection of the new president. I think students were involved in the selection of the president of Keene, where they just selected Leo Redfern. I'm not sure 100 per cent, but it seems to me students were in on the screening. I think if they are willing to sit through the hours, and are able to make the judgements, I say give them the opportunity. It is a very serious decision, I think they would probably have to listen to people who have been through this before, and know what was necessary in the man to be able to cover all aspects of a college campus. Concerning the number of students, I really don't know. I did sit in on that selection but it seemed to me that Keene had set something up originally in their group and had student representation.

**THE NEW HAMPSHIRE:** Do you think that the trustees can make decisions on matters that effect the life styles of students when at the moment they have very little direct contact with students?

**WALKER:** Well, of course, I'm in the business and I get the feelings. I talk to my students. We now have things set up in Dover, and this is something we have

**"I had two years of ROTC. I guess I used to gripe a little bit about the drills we used to have, but I liked it. I liked the chain of command. I guess I liked the marching music and the order, the order that seemed to be in the whole operation."**

never done before. Even the teachers in the last couple of years have come in on the same plane as the board. Our Board of Education has had to realize that it isn't a unilateral decision anymore, that it's getting together, sharing, and working out a plan and a negotiated agreement. The students are gradually coming into this area on the high school level. And so I'm with it. But now I don't know, I don't know if I could speak for the rest of the group or not. We have a very fine person on our board, one of the two women that we have, and that's Mrs. Horton. When the parietal hour thing came up a year ago, she said we knew that some parents would be taken aback because it wasn't done in our day. She said the girls would take care of this eventually. What she was thinking about was the girls getting ready to retire with their curlers and the cold cream on and not wanting the boys running around. I don't know how it's working out. I know that we have had some reaction from alumni and they are concerned, and Bill Loeb or course, has his opinion of it, but I don't know what the statistics would prove. You asked whether the trustees are with it or not on campus. We are a policy making group and we have to take much from the administration's presentation of matters. Unless there is something far out, I think this group is a realistic one. I'm talking about this particular group. We can't talk about trustees in the past or trustees in the future, only this group. It's a fine cross section, and has some good people.

**THE NEW HAMPSHIRE:** What vision do most of the

people of this state have of the University and the University system?

**WALKER:** Well, I know we've got a lot of loyal people. When I say loyal I'm talking about the ones who have the "gung-ho" spirit for the football team. I go to the hockey games and they are jammed. A lot of people think this is what makes the University, its sports program. Then we go into the whole agricultural department, the contributions to space, and the service they render. I don't see how anyone could find fault with what they are doing. Now some people say we shouldn't get any larger. And you get into a tug and push about whether everyone should go to college. Maybe this isn't straight thinking because everyone isn't geared to college work. We notice this in high school. This is why we have instituted a fine vocational program. But I would say, overall, that the University enjoys high status in the minds of most people. I guess you get to a certain stage in life where the tax begins to be the sacred thing. You can't violate this business, this is where it begins to put pressure on the state legislature. Although I think in some areas they have been very good, I still feel that a lot more could be extended in this area. New Hampshire is not a poor state. I'd say concerning the general image of the University, if someone stops to think of the contributions that it makes to young people, to the economy in this state, I don't know really what more could be asked of it.

**THE NEW HAMPSHIRE:** What do you see as the main reason for the state's low contribution to higher education?

**WALKER:** And to all the towns and communities in the state too, because we're suffering in the same way. We're in the same bind. The property tax system that we have in this state, I feel is the problem basically. Maybe one of the three largest governing bodies in the world has something to do with it. And maybe their average age has something to do with it, and this reluctance to move until we go into the state of bankruptcy. I have a feeling going into bankruptcy is the only way people are going to see the handwriting on the wall. They deny all these mini-taxes, a little here and a little there and patch it up and make it do, you know a band-aid type of approach. It's nothing on which professional people can really build a good program. You have it and you don't have it. But it comes right down to the property level here, where our people, when we go to a public hearing on the budget, the fixed salary people, the retired, see a threat of homes being taken away. This is a very real problem with them. But basically I think the main problem is the need for a new tax structure in this state.

**THE NEW HAMPSHIRE:** As someone who has had a great deal of background in education at the high school level and also at the University, can you tell me what generally is your own philosophy of higher education?

**WALKER:** Of course, I see higher education as a continuation from an academic point of view of learning, being a learned person, being an educated person. This is very important. I also see perhaps more of a drive in the last 10 or 15 years, at the vocational level. I sense that has a lot to do with the University's role in terms of preparing engineers and agriculturists and so forth. I see the University as an arena for open discussion. I think I am in accord with the academic freedom approach, with having speakers coming in representing one side as long as speakers from the other side are also invited to come. I don't get too excited about the new mode of dress or hair style. I'll admit I did about 5 or 6 years ago. But you know it's just one of those things you become accustomed to and accept. And I think the courts have played a great part in making people realize that students in high schools and colleges don't leave their rights at the front door. And I think that schools have been very hierarchical in their nature, and autocratic. But I think that within ourselves we thought that rules and regulations were necessary to create a climate for learning. That you can't have teaching and learning going on in an atmosphere of disturbance and this type of thing. I think this is probably what we fear more than anything else. That when we get through we hope these youngsters really have what they came here for and it will be able to carry them and sustain them the rest of their lives.

**THE NEW HAMPSHIRE:** Do you think that everyone who graduates from a New Hampshire high school is entitled to some form of higher education and that the state is obligated to provide some opportunity for continuing education to all high school graduates who desire it?

**WALKER:** Yes, I would say so. Definitely. I just have  
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**EDITOR'S NOTE:** Frederick C. Walker has been superintendent of schools in Dover, since 1956. Born in 1910, he came to UNH from Rhode Island on two athletic scholarships and received his degree in 1935. He worked at Theta Chi fraternity during his four years here and was president of the house during his senior year. He played four years of baseball and basketball, and was elected president of student government from men. At the time there were two governing bodies at UNH, one for men and the other for women. After graduation, Walker married Ruth Witham, the president of womens student government. They have four children. Walker received his Master of Education degree from the University in 1939. He has been in the Dover school system since 1935, working his way up through the coaching ranks to become assistant principal, principal, and then superintendent of schools. He taught Sunday school in Dover for 20 years. Walker has been active in alumni affairs at the University, serving at one time as director of the Alumni Association. He was elected to the Board of Trustees in 1968 by alumni.

Dover, N.H. April 17, 1970

**THE NEW HAMPSHIRE:** Mr. Walker, do you think the Board of Trustees, as a whole, as it is currently set up can adequately make decisions for the schools it serves?

**WALKER:** I think so. I think the attendance at the Board of Trustees is very good. In my observation, the committee meetings that I have attended in Personnel and Educational Policy are well attended. I'm sure the reports that we get from the other chairmen, and the business that was undertaken, and the number of questions that are asked around the table at the Saturday meetings that we have each month show a great interest. We have a good many lawyers represented. I realize that there is a difference between policy making and administration. I think the administration there has done an excellent job. I mean the problems there have been minimal compared to other campuses and I attribute this to the insight, foresight and leadership of Dr. McConnell.

**THE NEW HAMPSHIRE:** Do you see any way in which the trustee system could be improved? Or do you feel there is no room or need for improvement?

**WALKER:** From what I have been able to observe in two years, I'm convinced that it works quite well. There has been some discussion about breaking the Board of Trustees up and making them responsible to their own college. Because of the enlargement of the University system it might be a more efficient way to do it. Then I think we could all concentrate more in one school. But when the three schools were all put together under one board there was a purpose for it, so that they would all develop and flourish and make an equal contribution throughout the state. I would say that up to this point I am satisfied and, as I say, I've been on it for two years and I'm not an expert.

**THE NEW HAMPSHIRE:** What would you think of 50 per cent student representation on the board?



# Albert R. Furlong

**"I don't think just because the students decide they don't want ROTC we should throw it out. Tomorrow they could decide they don't want hockey."**

**EDITOR'S NOTE:** Albert R. Furlong is principal of Monadnock Regional High School in Keene. He is a native of Ashland, Maine and is a graduate of Keene Teachers College, class of 1954, where he received his Bachelor of Education in Trades and Industry. He received his Master of Arts degree in School Administration from Keene in 1962. Furlong was a teacher of industrial arts at Troy High School from 1954 to 1959. He was principal of that school from 1959 to 1962 when he assumed his present job. Now 43, he is a life member of the National and State Education Association and a member of the National Association of Secondary Principals. He lives with his wife Patricia and their four children in Keene. Furlong was elected the Board of Trustees by the alumni of Keene in 1963.

Keene, N.H. March 31, 1970

**THE NEW HAMPSHIRE:** Do you think the Board of Trustees as currently set up can adequately make decisions for the schools it serves?

**FURLONG:** Yes, I think so, with the administration and both the faculty and the Student Senate feeding information into it. I look at the Board of Trustees as more of a policy-making board than actually getting right in there and running the college. I think that's what you hire college presidents for and the administration. You've got to be well enough informed, and I think this information has got to come from the student body and also from the faculty and the administration on what their needs are. Most of these men have been connected with the University for many years and are making decisions which they feel are in the best interest of the University.

**THE NEW HAMPSHIRE:** Do you see any ways that the system could be improved?

**FURLONG:** I think it's pretty good as it is set up now. Because of the nature of some of the people that are on the Board, their employment and other commitments, you don't always get everyone there, but there is always enough for the board to function.

**THE NEW HAMPSHIRE:** What would you think, as has been suggested by some student leaders, of 50 per cent representation on the board?

**FURLONG:** I can't go along with that. Fifty per cent of the board made up of students? I don't think personally that the students have had that much background. I think that there should be students, and of course, there have been in the last couple of years. Before that at any board meeting there were just the trustees there plus the top administration, but for the last two years we've had student representation there

**"I look at the Board of Trustees as more of a policy-making board than actually getting right in there and running the college."**

from UNH. We've also had students from Keene and Plymouth, plus faculty members from both areas. The young man that has been on for the last two years has certainly been quite vocal, and on issues that we've wanted some information, has been quite willing and done an adequate job of informing us.

**THE NEW HAMPSHIRE:** If 50 per cent is out of the question, how about having one or two students on the board? I believe this is currently the case at UMass.

**FURLONG:** I personally don't have any objection to having students on the Board of Trustees. But I don't think the ratio should be 50/50.

**THE NEW HAMPSHIRE:** Do you think having students on the Board would serve any real value?

**FURLONG:** I think the only thing that it would do is as far as the students are concerned is that they would feel they had voting power. But in most cases, in almost all that I can recall, I think they have been there and available, whether they had a vote or did not have a vote. I don't think it has been that detrimental to them, but I'm sure the students feel it has been, and they would like to have a vote on the board.

**THE NEW HAMPSHIRE:** Think for a minute about decisions that affect the life styles of students, do you



think that trustees are able to make intelligent decisions on these matters with no direct contact with students except, perhaps, for the one or two that attend the meetings?

**FURLONG:** I think so. Most of the members of the board have teenage children and I think they know as any group would know, I don't care if you use students or trustees of whatever age they are, or faculty members, each person is going to have a different viewpoint on, for example, whether the dorms should be open or shouldn't be.

**THE NEW HAMPSHIRE:** Do you think it is important to involve students and faculty in the selection of the next president of the University?

**FURLONG:** Oh yes. So far, in the two selections that I've been through, the students are certainly aware of what they're looking for in a college president and I'm sure that the faculty are too. And of course we want to find the man that is going to run a good university. We spent long hours making sure that we got the right man.

**THE NEW HAMPSHIRE:** What qualifications in a man are most important to consider when looking for a new president?

**FURLONG:** Academic background, some of the positions that he has held in the past, whether they were completely administrative, I mean finance and this type of thing, the amount of contact that he has had with student groups, in other words, while I don't think the man has to have come up completely through the ranks, I think he has to be aware of the teaching that has to go on, and has to have been active with students. We want a president who can work well with students and adults, that is personable, and who won't antagonize either group.

**THE NEW HAMPSHIRE:** What about in a business sense?

**FURLONG:** Oh, he's got to be able to understand finances, but this depends on what he has for a staff under him, too. Although I realize they spend long hours over at the legislature convincing them of our needs and what we should have as our budget, I don't think this should be the strongest part of his background.

**THE NEW HAMPSHIRE:** How do you interpret the state's vision of the University? And how important is the University to the people?

**FURLONG:** I think it is very important.

**THE NEW HAMPSHIRE:** What is their general attitude towards it?

**FURLONG:** I think they have a good attitude, I am sure that in most cases they support the University. I personally wish they could support it more as far as finances are concerned, but I also realize that until New Hampshire can come up with a method of paying for these things, there are other agencies and institutions that are also in need. And not the last are the secondary schools and the support we feel we should have.

**THE NEW HAMPSHIRE:** What do you see as the state's

main reason for contributing so little to higher education?

**FURLONG:** I think it is the fact that they just haven't got the monies available. And until they come in with some form of a tax or means of supporting it, it isn't going to get any better.

**THE NEW HAMPSHIRE:** Do you think as a trustee, part of your job is to deal directly with the state legislature? In effect do you think you should do lobbying for the University system?

**FURLONG:** Professional lobbying? I personally do not. No.

**THE NEW HAMPSHIRE:** Do you think you should have any contact with the legislature?

**FURLONG:** Oh yes. I think that we certainly should, especially the ones in our area that we know. But that's about it as far as I am concerned.

**THE NEW HAMPSHIRE:** Do you think that a student can do anything to make the legislature more aware of the need for increased support?

**FURLONG:** I think that they do this every time they are recognized for achievements for things they have done, certainly the students when they become alumni can provide a great deal of support. I don't think it helps to march to the capitol. I think, and I guess it's been proven for the last few years, that with the legislators that we have, this type of thing has done just the opposite. It certainly has given us a few hours of concern if the students of either Keene or Plymouth or UNH decide that this is the day they're going to demonstrate and the next day we're supposed to go over there and try to present a budget to them. It puts you on the defense instead of the offense.

**THE NEW HAMPSHIRE:** Do you think that everyone who graduates from a New Hampshire high school should have an opportunity to continue their education?

**FURLONG:** No. I do not. I think that every student who graduates from a high school and wants, really wants an education, is entitled to it. I believe this for secondary schools, too. If he really wants this education it's here and it's available to him. But I don't think everyone, unless they can prove they want an education, should be given one.

**THE NEW HAMPSHIRE:** Do you think currently that anyone in New Hampshire graduating from high school who wants to continue his education can?

**FURLONG:** Yes, I think so, if you're talking about technical schools, nursing, plus colleges, I think the people who have gone through high school with average grades, and by average I mean C, I think they could go on to college or some type of education. I'm not sure they all need four years of college.

**THE NEW HAMPSHIRE:** Should the state be doing more than it is to support higher education?

**FURLONG:** I don't think a student should go to college and expect we'll make room for him, to the extent that his four years of college are going to be lectures and this type of thing, four, five or six hundred in a room somewhere. Especially if we are talking science, mathematics and some of these things. I think that to really benefit from the instruction, first of all you've got to have good instructors and second, I don't think you can have the class sizes that exist in some areas right now. Usually when the first-year students come back to see us at Christmas, and we do have students that come, this has been one of their criticisms, that they are in a biology class with 200 or 300 students and there is no opportunity to get down and work. It is a case of sitting there and listening all the time. I don't think this country was built completely on listening, I think it was built on doing. If we can build the facilities and supply them with instructors to really do the job, and I don't mean a one-to-one tutoring basis either, I mean this decision is made on the type of class. There are situations where you can lecture to 500 just as easily as you can lecture to four.

**THE NEW HAMPSHIRE:** If the situation arose where you either had to continue to cram people into large classes or cut down in the number or freshmen you admit because of a lack of money, which do you think is better, which is the greater good?

**FURLONG:** That's a tough one. You're damned if you do and you're damned if you don't. Personally I still think, and of course being a high school principal, I'd be a little upset if I had a qualified student and the University refused him because they were going to go on what I've already said, that classes should be held to a small size, but I still think we can't just keep accepting more and more students. I think we are either going to have

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# George T. Gilman

**“I think the trustees should have permanent representation on the campus with sort of a secretariat or some form of personal representation.”**

**EDITOR'S NOTE:** Sen. George T. Gilman is chairman of the Finance Committee of the New Hampshire Senate. Originally from Manchester, Gilman served in the Submarine Service in the Pacific during World War II, and although his military duty was completed, he joined ROTC when he entered the University of New Hampshire after the war. Gilman played in every football game during his four years at UNH and was a member of the Glassbowl Team, New Hampshire's only bowl team. He received his BA degree from the University in 1950 and began the graduate program here. During the Korean War he was called to active duty and served in Washington on the professional staff of the Armed Services Committee under Senator Lyndon Johnson. Gilman was executive secretary to Senator Styles Bridges from 1951 to 1956. He then served three terms in the New Hampshire House, acting one term as Republican majority leader. In 1962 Gilman ran for the United States Congress, but came in second to Louis Wyman. He is now treasurer of the B.F. Mooney Company of Farmington and is in the New England Football Association. He referees college games throughout New England. He is married to the former Polly Harris, also a UNH graduate. They have four children. Gilman has been a member of the board since 1967.

Farmington, N.H. May 14, 1970

**THE NEW HAMPSHIRE:** Senator Gilman, do you think that the Board of Trustees system as it is currently set up can adequately make decisions for the schools it serves?

**GILMAN:** I think within the authority that the trustees have, they can indeed made the decisions that have to be made by a board. I think within the authority and the set-up as it now exists we have the power. There's a question of whether we should have more. I personally don't feel we're in a position to handle a day-to-day operation of the University and we don't do it. We review administrative decisions, we try to determine policy, we're very conscious of the cost of the operation so I would say within the authority we have, the trustee system works properly. I can't think of a better system at the moment. I question some of the ex officio membership. I certainly feel the governor should be an ex officio member, but I question whether some of the other ex officio members should serve.

**THE NEW HAMPSHIRE:** Do you see any way in which the present trustee system could be improved as a functioning body? Do you see any improvements that might be made in the system?

**GILMAN:** Well, I think the trustees should have permanent representation on the campus with sort of a Secretariat or some form of personal representation. I don't mean to imply that we don't have excellent cooperation from the administration, but I still feel that we could do with some first-hand person. A responsible, mature, knowledgeable person who would serve as our man on the campus. I would also like to make the point that I would like to see more diversity on the board. I feel that we should have some labor union representation, or representation within the moderate mean income group, hourly wage earners. This University means a great deal to the people in New Hampshire, and I'm particularly cognizant of some of the people from second generation families who have gone there. It occupies a special place in the minds and hearts of many people in the state.

**THE NEW HAMPSHIRE:** What do you think of the suggestion of 50 per cent student representation on the Board of Trustees?

**GILMAN:** No. As I said when you asked me the first question, the manner in which the trustees function, we're not operating on a day-to-day basis. The administering is left to the administration, the day-to-day work. So, I see with the government set up at the University, there would be no benefits to be derived from this type of representation on the board.

**THE NEW HAMPSHIRE:** Do you think it would be beneficial to have some students on the board? Do you think, for example, that on recent questions this would have been helpful?

**GILMAN:** I'm not sure that it would. As I indicated, we're not primarily concerned with day-to-day decisions. I must look at the class that's going to graduate from high school in 1975 and I must look at the extension service which makes a contribution beyond mere students on campus. Our responsibility is broader than just to the residents on campus at the University.

**THE NEW HAMPSHIRE:** How is the relationship now between the University Senate and the Board of Trustees? Do you think there is enough dialogue and understanding between the two groups?

**GILMAN:** Frankly, it's mysterious to me. I don't know what the relationship is. I certainly hope we're not in conflict, and I don't think we are. I think there's got to be some understanding of the trustee's role. I have some broad conception of the University Senate's role, and as I say I don't think there's any conflict. But it would be difficult to put them into a relationship which I can think of at this point. You must remember, the University Senate establishment is a relatively new organization and it's got broad powers. When this was before the board to grant these powers, I protested somewhat over what I consider a very serious deficiency in the University Senate system. This is the matter of a proxy, which I'm somewhat unclear on, but it seems to me that if someone can go out and get a proxy and have him represent an elected senator, that it just disappates all responsibility. I think the office carries with it some high degree of responsibility. So I have some misgivings about the current operations of the University Senate. I can say from informal talks with faculty and senators that they, too, are aware of a number of deficiencies and hope to see some improvement.

**THE NEW HAMPSHIRE:** Do you think at the moment there is enough dialogue between students at the University and the trustees? For example, when a matter comes before the board which directly affects the life-styles of students, do you think the trustees have enough knowledge of student opinions to be able to make decisions on such matters?

**GILMAN:** Well, we all read THE NEW HAMPSHIRE, which seems to carry opinions. I'm in contact with students in a number of ways. As to the question of dialogue, I don't think there's any irrevocable, hard and fast attitudes on the Board of Trustees that have a severe impact on the day-to-day lives of the students. Now perhaps they should but I don't think so. The matter of dialogue would really be my responsibility as a trustee to make sure that I wasn't responding to the question with some preconceived notions. I don't think I am, and I don't think most of the trustees do.

## on the trustees relationship with the University Senate:

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**conflict and I don't think we are.”**

**THE NEW HAMPSHIRE:** How would you interpret the state's vision of the University? In other words, how do you think the people of the state look upon the University system?

**GILMAN:** Well, I think the University system is held in high regard within the state. It's made significant contributions to the state. I think there's some impatience with the cost and the growth, but this isn't particular only to New Hampshire. This is a fact in every one of the states. It's a question of how to allocate our resources. I'm sure there's some concern with the growth and the cost, but this is not new. I personally feel that our University system, our higher educational approach in the state of New Hampshire, has a tremendous obligation to the young people of the state who graduate to provide them with a change in environment. The real thing is that these young people should have a chance to get away from their own home and local environment and be exposed to professional training, either in the academic subjects or the vocational fields. I mean good vocational programs, apprenticeship programs. Certainly, the University system fits into this area. I think if you could talk with some of the people in the state who have seen their sons go to the University and have seen the new horizons it opened for them and the new opportunities it gave them, that would be a way to establish its worth in so far as the people of New Hampshire are concerned.

**THE NEW HAMPSHIRE:** You are chairman of the Finance Committee of the New Hampshire Senate.

What do you see as the main reason for the low contribution to higher education on the part of the state of New Hampshire?

**GILMAN:** I think you said as we discussed this before that there was a \$14.99 per capita contribution to higher education. I find this figure interesting, because our contribution in the area of welfare is about \$11. I would concede that our direct appropriation to the University does not bear a large percentage of the University's cost. It's less than 50 per cent, considerably less, or somewhat less. But you know we've got an economy and a tax structure in New Hampshire which is undergoing constant review. I think it will continue to change. It's not low in the context of what we're doing in other areas of equally important social service. As I indicated, the contribution in some welfare programs is \$11 per capita whereas the state of Vermont is \$22, the state of Maine is \$19, and the state of Massachusetts is \$40. If you take the position that it's low per capita contribution to higher education, then you must also acknowledge that we don't discriminate against the University. Our per capita contributions in many areas are lower than other states'.

**THE NEW HAMPSHIRE:** Do you see any conflict between your role as chairman of the Finance Committee of the Senate and your role as a trustee of the University?

**GILMAN:** No, they are not really in conflict. Of course when I take the oath of office, my oath is to the state of New Hampshire, and my first responsibility as a senator is to the state of New Hampshire. I see no conflict. When the budget was up I deferred it to two very able people who had no connection with the University, who developed all the facts and figures as it was presented to the Senate. I didn't participate in any way in developing the budget, except to respond to questions which I was in a position to answer. There's no conflict. The president of the Senate at one time was a member of the Board of Trustees. I might say that people would like to think there was a conflict and would like to think that I had been instrumental in gaining advantages for the University. But this is absurd.

**THE NEW HAMPSHIRE:** President McConnell will resign in June of next year. Do you think it is important to involve students and faculty in the selection of President McConnell's successor?

**GILMAN:** Well, this is a decision that Fred Hall, chairman of the Board of Trustees, is making, will make, and is considering. I think it's important to involve them in the review and determination of qualifications. I certainly don't think we should close off that important avenue of information from students and faculty. So I would say yes, that students and faculty should be involved. The decision is ultimately the trustees' under the law, so they will be involved.

**THE NEW HAMPSHIRE:** What qualifications do you personally think are most important in a candidate for the presidency of a university?

**GILMAN:** The wisdom of Solomon, the patience of Job. As you know, my brother is president of Occidental College in Los Angeles. It takes a tremendous capacity for understanding what appear to be but which really are not the conflicts between the academic area and the day-to-day life. I really don't know, I don't think I could draw absolute qualifications for candidates. It would be very difficult. I would like to look at the whole person, the whole man. It may not be that he's a PhD, it may be that he's a member of the bar, a member of the judiciary. It may be that he has another profession. I really think that you have to look at the whole man. It's like a candidate for political office. It need not be that he has a college education necessarily, but he's really got to have a broad perspective and understanding of the problems that he's going to be confronted with.

**THE NEW HAMPSHIRE:** What generally is your own philosophy of higher education? In other words, what do you think a higher educational system should offer to students?

**GILMAN:** I think I touched on that a little earlier. I do feel that higher education should offer a number of alternatives, including leaving higher education and going into a trade. I've always felt very strongly about vocational schools and vocational programs. I also have sponsored legislation back in 1959 when I was a member of the House for a junior college system. I don't think we need the impact that we now have or now feel at the University. I'm not sure that all the young people there are benefiting as much from a four-year institution as they might from a two-year institution. I feel that a two-year institution has a focus.

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# Norman S. Weeks

**"The ordinary young lawyer and other professionals such as doctors and dentists just cannot take the time to go into the legislature. I think this is our problem."**

**EDITOR'S NOTE:** Norman S. Weeks is the owner of the Belknap Agency, a real estate and insurance firm in Laconia. He graduated from the University of New Hampshire in 1928 with a B.S. in economics. Weeks has served on the UNH Alumni Board of Directors since 1958 and is a past president of the Alumni Association. He has also served as Director of the Laconia Chamber of Commerce. His wife is the former Dorothy E. Flanders. They have a daughter, and two sons. Weeks was elected to the Board of Trustees by the Alumni Association in 1965 and was recently re-elected for a second term.

Laconia, N.H.

**THE NEW HAMPSHIRE:** Do you think that the Board of Trustees as it is currently set up can adequately make decisions for the schools it serves?

**WEEKS:** Yes, I do.

**THE NEW HAMPSHIRE:** Do you think there is any room for improvement in the trustee system?

**WEEKS:** The trustee system was revised quite extensively in 1963 by the legislature, quite a radical change. It used to be a trustee body of 12 when it was only responsible for the University at Durham. When Plymouth and Keene became part of the system it was increased to 24. So there was quite a change back there in the complexion of the Board of Trustees with the addition of a lot of trustees.

**THE NEW HAMPSHIRE:** Do you think there are any problems in a trustee system that attempts to handle three schools at one time?

**WEEKS:** My observation, I've been on the board since 1965, is that it works well. This change was a great improvement to the higher educational system in the state of New Hampshire.

**THE NEW HAMPSHIRE:** What would you think of 50 per cent student representation on the board?

**WEEKS:** Well, the Board of Trustees is constituted by the state legislature. It's a matter of laws, the way it is set up. I think this question would have to be taken up with the legislators, more than with the existing Board of Trustees, as to whether it would be the thing to do or not. The Board of Trustees is a policy-making body. You have the administrators and the faculty who administer the programs. And the trustees are not in an ivory-tower, so to speak. They are there to be communicated with by any group on the campus whether it be faculty, administrators, students, or townspeople, so I think to answer your question directly, the present system is all constituted by the legislature.

**THE NEW HAMPSHIRE:** As a trustee, do you see any benefit in having any students on the board, say one from each school?

**WEEKS:** I wouldn't say to be members of the board. I don't see any benefit at the present time. The three colleges are represented at the meetings and observe what goes on. They are supplied with information within limits. They are allowed to comment if there

**"It's very important here that students be represented and the faculty be represented in goodly numbers."**

is a subject being discussed. If they want to speak an opinion on it, they are allowed to do so. I think the decision making process is being well taken care of by the trustees at the present time.

**THE NEW HAMPSHIRE:** What about matters concerning the life styles of the students. At the moment the trustees have little contact with the students; do you think they are able to make intelligent decisions regarding these matters?

**WEEKS:** Well again this is something that I'm sure the trustees leave up to the administration. Most of the trustees are rather busy people. They are glad to contribute what ever they can but I think the problem you asked about is distinctly on the campus and should be able to be solved by the student-faculty-administration relationship. I don't mean by that that I don't look

for change. There has been a very rapid change in the last couple of years in your governing system at the University compared to what it used to be and what I knew it as. But that was a long long time ago so I'm not against change as such.

**THE NEW HAMPSHIRE:** President McConnell will retire in June of 1971. Do you think it is important to involve students and faculty in the selection of President McConnell's successor?

**WEEKS:** Well, I think it's important and I think it will happen. I think we will have representatives of faculty, trustees, and students. It's very important here that the students be represented and the faculty be represented in goodly numbers. I say goodly numbers, but I don't know what the final set-up will be.

**THE NEW HAMPSHIRE:** So you're saying that student and faculty opinions will be considered?

**WEEKS:** You're going to be governed by them. He's going to become the administrator like Dr. McConnell is. Hopefully the selection will be somebody that they heartily approve of to make the going better for the entire set-up.

**THE NEW HAMPSHIRE:** What opinion do the people of the state have of the University? What is the state's vision of the University system?

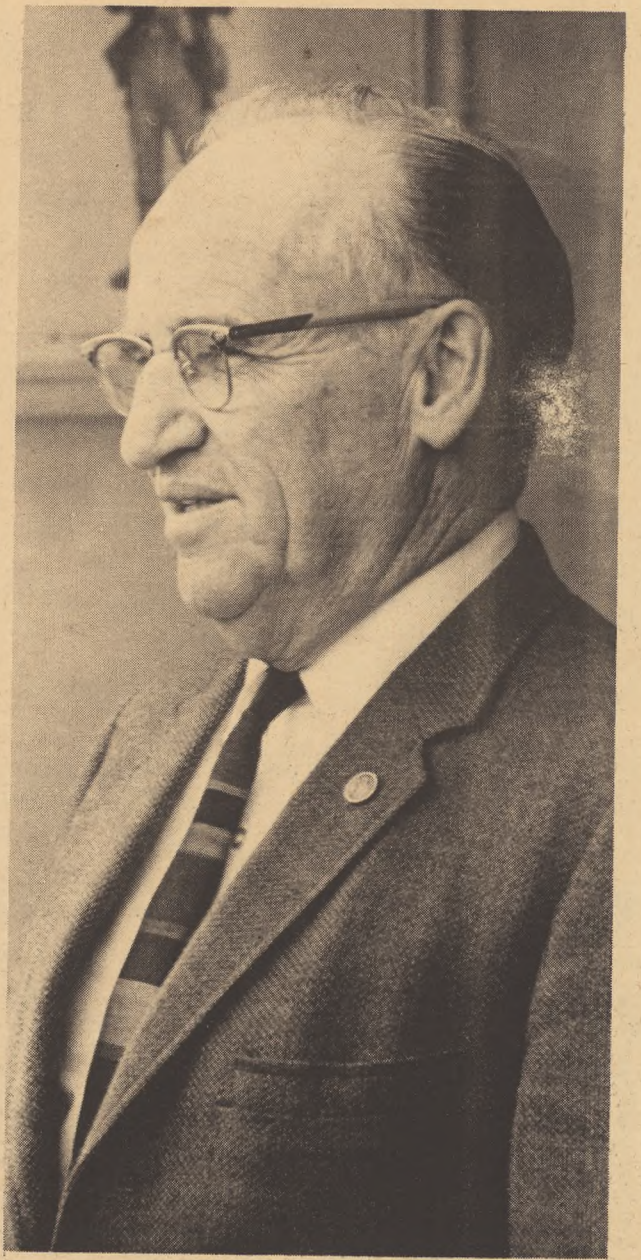
**WEEKS:** That's an awfully hard question to answer because I know it is eventually going to end up reverting to the legislature, because that is where the money is appropriated to support the University. The general overall impression is good. Perhaps I would be described but I don't think we have a fair representation of our 7,000 students in our legislature even though we have one of the largest legislatures in the world. I don't want to sound as though I'm decrying those who go to the legislature, who put themselves in that position, because I don't have the time for it myself. And there are many men much, much younger than I am that I think should be there. I'm not saying the people of the legislature necessarily represent the real solid opinion of the people of New Hampshire about the University of New Hampshire. I think it's a lot better than most people realize and that we get credit for.

**THE NEW HAMPSHIRE:** What would you say is the main reason for the state's relatively low contribution to higher education?

**WEEKS:** The legislature, not to condemn it, but the way it is constituted and legislated. This may be criticism, but I want it to be constructive. The ordinary young lawyer and other professionals such as doctors and dentists just cannot take the time to go into the legislature. I think this is our problem. It's really beyond comprehension how to solve it. Everytime you talk about it, about making it smaller and about making the pay larger so that you attract people, there is a reaction in the media and down it goes again. It is interesting to note in this morning's paper that they voted in the House to hold meetings every year. I heard somebody decrying it but I think it's a good idea. I think two years is too long to let it go. Not only for the University but for many other things in New Hampshire that should happen much quicker than they do. When you find that changes are needed it seems so awful to say that you have to wait two years before you can do it.

**THE NEW HAMPSHIRE:** Do you as a trustee have any direct contact with the legislature, or in effect do you do any lobbying for the University?

**WEEKS:** Well, I have been to committee meetings on the budget of the University, and as secretary of the trustees I am automatically a member of the executive committee. There are frequent meetings of the executive finance and budget committees to discuss the budget of the University system that comes before the legislature. I also talk to legislators locally about the University and the budget. I really try to keep positive attitudes because I feel that we have a great University. For a small state we have one of the finest higher educational systems. I don't mean by that there isn't any room for improvement, but we've come a long way, particularly since 1963 when the colleges were combined. I was on the Alumni Board of Directors at the time this happened. I was working for the Alumni Association before I became a trustee. Just the feeling at Plymouth, and the morale between faculty and students at Plymouth, you'd hardly know that it was the same place today that they were prior to the combining of the three colleges into one. Mainly because



it did away with the line budget that those two colleges had to operate on. It was pretty rugged, almost having to call Concord if you wanted to buy ordinary cleaning materials or a broom. No one knows who hasn't worked on a line-on-the-budget how confining it is.

**THE NEW HAMPSHIRE:** What essentially is your philosophy of higher education? What do you think a

**"I just feel, it is a philosophy in general, that you have to have armed forces whether you like it or not. I think we have to have ROTC whether we like it or not."**

higher educational system should provide for the students?

**WEEKS:** I don't think you're going to be much help for the person who is in the lower 50 per cent of his class. As we accept them now as you know, the formula is 40 per cent of the high school graduates if they can meet the requirements through College Board or special tests. I think they lean over backwards to give an incoming student the benefit of the doubt. Still, I think when we reach that point we have to look to vocational schools such as Laconia. There are six around the state with a special one at Concord and at Manchester. You previously asked me the question if every high school graduate should have a chance to go to some form of higher education. I think it's a commendable goal.

I'm sure you've been around enough to know that here are some people that don't belong on the college campus of a university. Aside from the academic part of it, it just doesn't work with their personality. I think the vocational schools are part of the solution. I think they are being run well. This also brings up the subject of junior colleges. This is for the person who isn't just going to learn how to run machines or tell someone else how to do it, but wants to be more along the humanities, liberal arts side of it, and he doesn't know, or she doesn't know, if they want to go on to a four-year college or not. I think the possibility of working this out with the schools from a physical standpoint should be done, because there are quite a number of people starting in these vocational specialty schools that all of a sudden become late-bloomers. Now, they want to go on to four years. The Thompson School is another example of that. Go down there for two years. I know of some right here in Laconia that are doing beautifully. I'm for education, in other words, in a pretty broad sense of the word. In spite of what you read in certain media, and so forth, I'm sold on education. I think we ought to have all we can get of it and raise the money for.

(Continued on page 23)



## Richard H. Keefe

(Continued from page 5)

wants. These people don't even have the mental capacity to go to vocational school.

THE NEW HAMPSHIRE: How is the relationship between the trustees and the University Senate? Is it a good one?

KEEFE: Well, of course, we've never had any direct contact with the University Senate. We do receive, once in a while, the minutes of the meetings. But I haven't even received those for the last seven or eight months. As far as the students are concerned, they have a representative at the meetings, but as what is taken up at their meetings, I have no knowledge. Or I have had no knowledge since last September.

THE NEW HAMPSHIRE: So you think something should be done then to improve the communications?

KEEFE: Yes. We used to get the minutes of the meetings but we don't any longer.

THE NEW HAMPSHIRE: What about ROTC on campus.

KEEFE: We entered into a contract 100 years ago when we became a land grant college. I just don't think we can dump ROTC. I really don't. I think we would be going back on our word.

THE NEW HAMPSHIRE: Are you saying that there is no legal way of removing ROTC from campus?

KEEFE: I don't know all the ramifications that are connected with ROTC. Of course, when I was over there every freshman had to take ROTC. It was never optional. We had to go out every Wednesday afternoon whether we liked it or not. But it didn't do us any harm. In fact, I think it did us a lot of good.

## Philip S. Dunlap

(Continued from page 6)

the need is quite as urgent. It's there, however, and I think it should be, and is felt to be the obligation of the state of New Hampshire. It might be a good place to point out here some of the things that influence one's thoughts on a day-to-day basis. I read in the Keene newspaper, an editorial critical of Governor Peterson because he hadn't done more to provide revenues, which, of course, he can't do by snapping his finger. This person was apparently a Vermont resident who was criticizing the tuition that she was having to pay and saying that even in Vermont they do better than that because they have a sales tax and an income tax. Well, as a matter of fact, I looked up the tuition schedules and the Vermont tuition is greater by far. I think it is almost a third greater than it is at Keene. So I don't think we have an obligation to provide, or, for other than New Hampshire residents. I think that we have a commitment to New Hampshire residents and the people who are participating in the educational process, to have students from other places because this is a broadening experience. It isn't, however, the same obligation to completely fund a non-resident as it is to pay the expenses of a resident.

THE NEW HAMPSHIRE: Along this line, do you agree with the quota system for out-of-state students which allows only 25 per cent of the enrollment to come from outside New Hampshire?

DUNLAP: Absolutely. The University system, like the elementary school system in Concord, N. H., is to educate the people of this state. I think in order to do that effectively there has to be some balance. Otherwise an administration and a board of trustees might conceivably take in more out-of-state students than in-state students for other reasons, maybe for funding purposes. Maybe with the idea that you can get an extra thousand from the out-of-state students, you could raise a million dollars fast by cutting down on a number of in-state students. I don't think this good, you've got to have a quota system.

THE NEW HAMPSHIRE: Do you think the present quota of 25 per cent is an adequate one?

DUNLAP: From what I know at the present time it is reasonably fair and adequate one. The trustees have the obligation not to keep qualified New Hampshire students from getting a higher education. I think if this quota system provided for any greater number than you might find that you were having to disqualify some New Hampshire applicants.

THE NEW HAMPSHIRE: Do you think that ROTC has a place on a university campus?

DUNLAP: Yes, I do. I think it should be available to anyone that wants it, the same as chemistry or English or anything else. So long as someone has a freedom of choice in the matter, I don't think that the student has got any right to break the beakers in the chemistry lab because they don't like some of the things that come out of test tubes and go into unpopular things, and I think that so long as there is a need for anything in any curriculum then I think that it should be there. Now, the demand fell away to the point where you couldn't justify continuing of any program it should be eliminated on that basis.

THE NEW HAMPSHIRE: Do you read THE NEW HAMPSHIRE, the University newspaper?

DUNLAP: I have read it regularly when it has come to

THE NEW HAMPSHIRE: Do you think there should be a quota for out-of-state students at the University? It is now 25 per cent.

KEEFE: I think we have to keep the out-of-state quota. Of course, there is a lot to say both ways. You know with this 25 per cent quota of out-of-staters, it brings to the Durham campus at least, the higher ranking students from the high schools in Massachusetts and the neighboring states. We take only their cream. And we throw them against students from New Hampshire who are in the upper 60 or 70 per cent of their class. There is no question that the non-residents have a distinct advantage. At the same time putting our students in with the superior students makes our students work a little harder. Of course, it is a public institution, it is using public funds, and it is supposedly for the education of the students of New Hampshire as far as possible. There is no question that if we had more room we could take more non-residents. They seem to be paying their own way. There are no serious objections but any changes would have to be made by the legislature anyway. There is a proviso that says for good cause shown, the trustees may increase that figure of 25 per cent. This has been done to put certain departments on a paying basis by the use of transfer students, which is an excellent idea. I only hope it works out well next year.

THE NEW HAMPSHIRE: How would you explain the fact that UNH has escaped much of the unrest that appears on many other campuses?

KEEFE: I really think that we have a wonderful administration at Durham. I mean the people don't appreciate what the higher echelon is at Durham. They are excellent men of high caliber and I think that the students learn to love and respect them.

THE NEW HAMPSHIRE: My final questions are on THE NEW HAMPSHIRE, the University newspaper. What generally do you think of THE NEW HAMPSHIRE?

me regularly. I did receive it before I was on the board when I was on the State Alumni Committee and I was also on the Board of Directors of UNH alumni. And through their good offices I did get THE NEW HAMPSHIRE. I am interested in it because I used to work for THE NEW HAMPSHIRE when I was at school down there, on the business end of it. I don't get it every time and a lot of other trustees seem to complain that they can't get on the list. I've wondered sometimes whether it was felt by the management or the editorial people that it was better to keep some of the content away from people who might not understand them. Once in a while an issue comes out that is a topic of conversation and I haven't seen it. One of them came out a while ago and I think it was better that I didn't see it because my blood pressure might not have been con-

THE NEW HAMPSHIRE: What generally do you think of the University newspaper?

DUNLAP: I think generally it's good. I think its news reporting is good. Editorially if it doesn't agree with the trustees I think it should say so. If it doesn't agree with some administrative policy, it should say so. I think that it should even advocate 24 hour parietals

KEEFE: Well, I have had my differences with them only because I am unable to obtain a copy of it. I did have a subscription when I went on the board and I liked the paper and enjoyed it. Then I went on the board and they said they were going to send it to me and so I didn't renew my subscription. And I haven't been able to get my subscription renewed in the last 15 months. I haven't been able to read it except when someone in Durham hands me a copy. So as what their policy is, or what THE NEW HAMPSHIRE is doing, I've got to say that I've been left in the dark for 15 months.

THE NEW HAMPSHIRE: Do you think there should be any censorship of the University newspaper?

KEEFE: Well, the only thing that I know of is it appears that there was one edition of THE NEW HAMPSHIRE I understand, I have not seen it, that was very vulgar and profane. If such publications are to continue there definitely should be some administrative control. Someone in the administration should have some supervision over the printing of filth and obscenity and vulgarity that I understand was in that issue. Most of the issues that I have seen I thought have been very well done. I mean they try to represent both views and THE NEW HAMPSHIRE tries to be fair. But I think it is too bad when a paper like THE NEW HAMPSHIRE which has had a wonderful history, has to turn to something like this, I don't know what it was, it's something about the women and their liberation movement or something. If such things should continue I think the administration and the trustees should take stringent action because such publications should not be permitted.

THE NEW HAMPSHIRE: If you are saying that on this occasion THE NEW HAMPSHIRE made a mistake, don't you think that a University newspaper should have the right to make mistakes occasionally?

KEEFE: If they profit by their mistakes I think everyone is entitled to make mistakes.

if it thinks it should do it, but I think that there are some things that it should not do to interfere with the rights of others. Demonstrating and barring the way to interviews is wrong. I think that the paper should be editorially opposed to that kind of thing.

THE NEW HAMPSHIRE: Do you think that there should be any administrative censorship of the paper?

DUNLAP: No. I don't think any censorship should exist, but I do think that there should be no connection formally with the University of New Hampshire. If the policy of the paper is going to be detrimental to the University community as a whole, I think it should publish, sell what it can, and I don't think there should be any deductions or any arrangements made from the students to fund the thing. I understand that there is a certain amount of the student fee that goes to THE NEW HAMPSHIRE. I think that's wrong. I think there should be a freedom of choice and I think on this basis it should be without censorship. I think, however, it should be definitely disassociated on a formal basis from the University. This becomes the organ of the University and the administration, as it is now set up, and I think that it is wrong.

## Lewis J. Fisher

(Continued from page 13)

such, but I think there should be some method of control to keep anything that has anything to do with the University within the bounds of common decency and responsibility, and to this extent I think there should be some control. This does not necessarily mean censorship. I think in any legitimate subject expressed in an adult, responsible manner that they should have a forum for it. When it goes beyond that and they use freedom of speech to preach sedition, if that's what they want to do, or use four-letter words that are not in good taste to shock their elders, no, I don't think they should. And I am not personally shocked by the use of any language. What students fail to remember is that there isn't anything they can say or anything they can do that hasn't been said or done before many, many times, but there is a question of good taste and proprietorship.

## George R. Hanna

(Continued from page 12)

THE NEW HAMPSHIRE: I would like to ask you a couple of questions about the student newspaper at UNH. Do you read THE NEW HAMPSHIRE regularly? HANNA: No, I've never received it. You understand that trustees have tried to receive it and they haven't had it sent to them. One of our trustees has even written in and asked if he couldn't pay to get it, and there was no response. No one ever sent it to him.

THE NEW HAMPSHIRE: Do you think there should be any censorship of a college newspaper?

HANNA: I'm generally opposed to censorship. On the other hand there may be room for some, but I'd want to take each little bit in its course. I don't think censorship of the press generally is very successful or desirable in any area. On the other hand, poor judgment, let's face it, does exist in the newspaper field as in every other field at times. Poor judgment, when it happens in a college newspaper, can do a lot of harm around the state. On the other hand, I think I'd rather have that than censorship.

## Sinclair Weeks

(Continued from page 8)

I'd keep it as high as you could, but there should be some management to determine how much you try to do.

THE NEW HAMPSHIRE: You realize, of course, that there is no censorship at all in Durham at the moment. But you think that in some cases this might be desirable? S. WEEKS: Yup.

THE NEW HAMPSHIRE: In what type of situation might censorship be good?

S. WEEKS: I don't know if I could answer that or not. Not unless you want to ask me about two or three aspects of the picture.

THE NEW HAMPSHIRE: What I am asking is, what dangers are there in keeping the University newspaper free from censorship that could be eliminated with censorship. How could you justify that censorship might be desirable? Isn't this against the whole concept of journalism in this country?

S. WEEKS: Well, I just think this, that it would have to be a very unusual case that would bring censorship into the picture, because by and large, the students who run the paper are supposed to call them as they see them. And I don't think you want to indulge in censorship very often if at all.



# Mildred McAfee Horton

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trator could say, with any good grace at all, was, of course, a college was not the place for everybody. If you aren't admitted to a college it doesn't reflect on you personally at all. College is a very distinctive, semantically oriented institution and experience. It is of the genius of our American pattern that there are different kinds and types of institutions. People select the one where they can get the most out of it. Within these 20 years, since I left the active administration, it has been very characteristic of education from the federal government down, or up, to insist that now the thing to do is to provide for every student whatever that student needs after his high school education. The only objection I see to that interpretation of higher education is a sheer financial one. I'm not sure how much we can carry people in a state of economic dependency and still be solvent. But to the extent that we can do it, I'd much rather do that than a lot of other things that we do do. But on one thing I feel very sure, and that is that education, higher or any other kind, must involve and must include a wide variety of types. It would be a tragedy from my point of view if a university, in order to provide something for everybody, ceased to be a distinctively academic, scholarly institution. I think it can be that, as I think this one really is at a great many strategic points. At the same time it is giving some very practical guidance to practitioners through the extension department of the agriculture school. And I must apologize, I mustn't call it the School of Agriculture anymore, it's the school of what ever it is. But the thing that I think is the danger at this moment, is that this theory of education for everybody is laying the groundwork for things like I understand is happening in New York City, where Hunter College is now under pressure of being put in the position of saying that every high school graduate can come into this particular institution. I doubt if any state institution, short of one that is very large and well heeled financially, can undertake to be all things to all men. I think you have to select. And it would be a great tragedy if all went into the field of technical job training and left out the great job of a scholar and his pure research.

THE NEW HAMPSHIRE: What vision do you think most of the people of this state have of the University? MRS. HORTON: I get the feeling of a strangely dichotomous image. People admire it enormously for what it is doing for the state, for what it is doing for their children. Their children want to come and they want their children to be college graduates, and of this University. And then you get this other popular image of it being a drain on the whole state budget. An extravagant place. Well, just look at the Union Leader, and the salary deal, you see. So you get these two mutually exclusive impressions, it seems to me. I deplore very much the fact that the Union Leader, with its amazing control of the thinking of so many people has chosen to come out on this side of negativism. I think there are those in the legislature who are more concerned about the fact that the proportion of the state income which is allocated, which is a very generous allocation to the University, than they are about the fact that the total income isn't enough. And I don't think there is going to be any solution for the University as far as I can sense it in the amount of money which will be available to it, until there is a real thorough tax revision, which will provide the state with the money it needs. I have sympathy for the legislators who are confronted with the facts that, the whole welfare program is underpaid, the problems of health are acute in this state, and then on top of all of that, the University comes along and says this is what we have to have in order to be a good university. They are confronted with an almost insuperable problem. But they had better just face up to the fact that they have just got to get the money to do these things. The money is in the state. That's the amazing thing to me. I think the size of our legislature has a great deal to do with it. The fact that we don't pay anything and therefore the legislature is not a thing to which professional people give very much time and attention. But until that happens, I think the legislature will include a great many people who are themselves living under a very low income, perhaps have not been anywhere near a university themselves, look at it as just a luxury item, and simply cannot believe that a professor is ever worth \$22,000. You get the industrial people and the business people of the state and they know what the traffic is demanding these days. But as I say, I think the real basic issue for higher education in the state is getting more money, because my impression is that the university is considered to be an extremely good one. And even the Union Leader says we have a good University but that it could be of much less cost. Well, it can't be these days.

THE NEW HAMPSHIRE: Do you as a trustee have any direct contact with the legislature, or in effect do you think lobbying for the University is part of the function of a trustee?

MRS. HORTON: I would say lobbying is a part of my function if and when the people who are really in touch with the legislature would ask it of me. I don't think that 24 trustees attacking the legislature is a good idea. I think I am obligated to my own representative and so on, to try to keep her posted on the University. But we have a very carefully worked out and good system of presenting the facts about the University to the legislature. And it would only be as part

of that whole organization that I would ever think that as trustee I ought to go. I think it is always good to be talking it up to anybody who happens to be in the legislature. But I think it's good to stress this fact that my impression is that it is extremely well implemented. But sometimes those facts are presented in forms that someone who doesn't know much about reading big finance finds it awfully hard to interpret. It's a long, slow process.

THE NEW HAMPSHIRE: What do you think of the quota system for out-of-state students? Do you think limiting the number of out-of-state students is wise and necessary?

MRS. HORTON: The only justification I think for limiting the number of out-of-state students is the problem of financing the University in such a way that it can accommodate more out-of-state students and the increasing numbers of in-state students. I do think one of the geniuses of the state university is that it takes care of its own. But I would be sorry to see the University have to grow so far that it couldn't take any out-of-state students. By the same token, I think that by limiting the number, it does make it possible without the enormous expense of buildings and all, to take care of the ones we now have. If the time ever came that we didn't have as many applicants, I am all for

**"It would be a tragedy from my point of view if a university, in order to provide something for everybody, ceased to be a distinctively academic, scholarly institution."**

having out-of-state students, I think it makes a much more heterogeneous and more interesting community to have people from different backgrounds. And the fact that except for the Manchester-Nashua area, by and large, the New Hampshire population, well, it isn't really rural, but it's small urban. I think it is very good to get people from states where the whole urban problem, which is the great acute one of the nation, is exemplified in the students coming in. I personally regret very much, I just can't bear it really, I hate this idea of not having the state willing to subsidize these out-of-state students. I think that is most unfortunate. Partially because inevitably, it must bring in a fairly affluent group that is not characteristic of the whole nation. And it just seems to me short sighted for any state to say we'll educate our own but nobody else. I just think that is a narrow position, but again it is a result of just plain not having money enough in this state.

THE NEW HAMPSHIRE: Do you think ROTC has a place on a university campus?

MRS. HORTON: Well, I've always had a little suspicion about ROTC just because they had a kind of captive audience. On the other hand, as long as we are living in a world situation in which there are armies and navies, I am inclined to believe that ROTC is an excellent thing for those services, and therefore for the world in which they serve. This way they are not made up exclusively of people who do not have the critical training of a college man. And I rather think that in a day when students are very sceptical about the whole business of government and certainly of the military, that as a voluntary activity for those men who want it, ROTC may very well do the country some good by having college trained people entering into the army. I would insist that ROTC be voluntary, which it now is. I also have very strong feelings, which I think are being implemented here, that so far as academic credit is concerned, credit must be of a quality and of a substance which the faculty of the

University accept quite apart from their military virtues or lack of them. So I didn't mind seeing men in uniform in the New England Center today, they were having lunch together. I think they should be allowed to eat.

THE NEW HAMPSHIRE: My final questions are on the University newspaper. What has your general impression been of the NEW HAMPSHIRE over the past year?

MRS. HORTON: My impression over the last year or so is that they haven't kept up supplied with the paper so I know nothing about it. At the last meeting of the trustees someone said what has happened, why are we no longer sent the paper. Maybe it's bankruptcy or something, maybe we should be paying for it, which we weren't. But we would like to get THE NEW HAMPSHIRE. I think the problem of a college newspaper, and therefore this can be nothing personal about THE NEW HAMPSHIRE, is that it is so hampered by a local undergraduate paper to tackle the issues which it wants to and really has every right to tackle, but so often without the basic background of what has precipitated the trouble. I've been reading the Wellesley news, having left there. I've nearly had apoplexy a couple of times because I'd happen to know what was being done in conference and committees and all the machinery of it, and then I read in the paper, articles by individual students, letters to the editor, or sometimes the editorials themselves, which completely ignore what's going on because of this insistence, particularly today, that we want it right now. Sometimes a group of students demanding instantly something, the detail of which they haven't had any reason to know, can create so much trouble for the people who have to carry the burden. I think the problem of the college paper is that in this era of wanting to participate in the fundamental issues of the university, they very often do it without knowing all the machinery of it, and by the time they get all the machinery under their belts they move on and graduate, and they are proved to be needing rather than as constructive as they'd like to be.

THE NEW HAMPSHIRE: Do you think there should be any censorship at all of a university newspaper by administration?

MRS. HORTON: I could wish that there never had to be. I think a student newspaper ought to be a private student enterprise. I don't think any censoring in advance is wise, there ought however, I think, to be such communication between the students who are running the paper and the responsible officers for the institution, so that they will have an understanding of what really can injure the institution, which I don't think any of them mean to do. But one thing, and I feel strongly on this because I believe that educated people ought to have an articulate capacity to express themselves, I think the vulgarities of some of the student papers these days are simply unworthy of the university. I don't feel competent at all to judge whether the actual four letter word deal is in itself the thing you object to, but I think it is sun clear that it is not the proper presentation of an academically distinguished institution. I would be incensed with a paper of the University of New Hampshire which was just on vulgar taste. Though I think it has the right to express any opinion if it will do it at the level fitting a university. You see? As to what would happen if this would happen, I don't know. Of course, some universities are just saying that from this point on, no subsidies, and we don't collect your subscriptions and so on. That's one way to do it, but I don't think that solves the problem because the paper still represents to the public the point of view of a student group. I am always glad when the editors of a student paper represent the best judgment of the most thoughtful students in as interesting and as exciting way as possible without resorting to the mud-slinging of some public newspapers that shall be nameless.

# Mildred K. Perkins

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to come to some decision for the common good, giving both sides a little bit more attention.

THE NEW HAMPSHIRE: Do you think there are any areas in which the paper has noticeable shortcomings?

MRS. PERKINS: I think the students should take a good look at their University here and realize what a school. It was because you had good administrators, you had strong qualified trustees that have been able to see that the school has progressed and gained this stature. And I would hope that they would not lose this in the name of academic freedom because I think they are the ones to lose. It isn't going to matter to me, but it is going to matter to them and to their children who may want to go to the University someday. And I think the newspaper can think of this, too. Because of the trend in what they call freedom, they shouldn't throw away what they have in the name of this freedom. They should give some feeling for the alumni perhaps, who certainly have great feeling for the University and to realize that the administrators and the trustees are their friends not their enemies. Perhaps the newspaper could focus a little bit more on this thinking. After all, I do feel that we do have to compromise and we do have to have a meeting of the minds. I don't know as you are going to agree with me, or me with you, but we have to come together and compromise for the good of the whole and I think the news-

paper could do more in this field. How the school gained prestige, how it got where it is. If the issues that are supposedly big and current on the campus now, and the insistence of the part of the students taking part in this is really going to do for the University in the future what they really want, I think the newspaper itself can give a lot of direction in this way. Maybe that's Utopia, but I just feel that the whole accent of so much today is to get attention. I don't think that's always the best.

THE NEW HAMPSHIRE: Do you think there should be any censorship of a university newspaper from the administration? There is none at the present.

MRS. PERKINS: Well, I don't know if I'm right or wrong, but it seems to me the Supreme Court has made some ruling on that. The newspaper is pretty much a rule unto itself. However, I certainly think that those in charge of a newspaper should be and usually are responsible people. They certainly are the leaders in the student body or they wouldn't be elected to it. But, I think it's all in a matter of good judgement. They have the responsibility of doing and improving the University and at the same time they are trying to serve the student body. I would hope that these leaders would give a great deal of attention to this. I just would hope that they would take on this responsibility, and I would hope that they would use good judgement. I think that this is what strengthens any organization and certainly the newspaper should have a great deal of influence on the average student. That's why I think there should be a great amount of responsibility realized by those in charge of it.



# Charles V. Spanos

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have? How important is it to the people?

SPANOS: Well, I think it is extremely important. I think it is probably one of the greatest assets that the state has. Its young people are the most important asset. Unfortunately, for many years now, the young people after they get an education, because of many reasons, leave the state. I think the trend now, probably in the last six or seven years, is that more young people are staying in the state of New Hampshire. Without these young people that graduate from our University, this state would die, literally die. And it's been gasping for breath for too many years. That's why I say you just can't minimize the importance of the educational process and minimize on the financial help that you have to give to the University. The future of this state as well as the country depends on the excellence of the educational system. Where you eventually see the fruits of any learning is in the colleges and University.

THE NEW HAMPSHIRE: What do you think is the main reason for the state's low contribution to higher education? Or do you think present support is sufficient?

SPANOS: Well, I don't think it is sufficient. This is one of the problems that the trustees have to grapple with every month at their meetings. Money, money, money, where is the money going to come from. Jack McConnell has gotten gray worrying about this. It's not enough. But we've also got to remember that New Hampshire is a relatively poor state financially and the funds are just not available. We are all quite aware of the task force and their attempt at tax reform. Until we have some better means of raising revenue in the state of New Hampshire, every institution is going to suffer. I'm concerned and aware of many of the financial needs of our institutions. As a County Attorney I recognize it in the area of law enforcement. I recognize it in the area of our jails, our medical institutions, our state hospitals, the mental health clinics. So many areas are suffering as a result of a poor tax structure. I'm not so sure that the Tax Force findings and reports are the answer to the problem. I think probably we are replacing a couple of bad taxes with another bad tax, and that is stock and trade and the repeal of the legacy and inheritance tax and replacing it with a 6 per cent profit tax. I think this is stopgap. Until the people of the state of New Hampshire recognize that we need a more flexible type of tax program, i.e. a graduated income tax, then all of our institutions will suffer.

THE NEW HAMPSHIRE: Do you think there is anything a student can do to help the University get more money?

SPANOS: I really don't know. I think indirectly they can. Fortunately, we don't have the serious problems at our University that they have throughout the rest of the country. I'm not sure why this is, but I hope that it is because of people like Jack McConnell and the liberal attitudes of the people that run the University. I mean they understand the youth movement. I think this helps you obtain more money. What has happened in other universities is that a reaction has set in because a few militants who have been raising hell, destroying property, and lives, and your conservatives become ultraconservatives and a reaction or repression sets in. How are they going to punish these students, all students, not just the militants? All of them, they're related you see, how are they going to do it but cut the budget? I think in that respect the students have acted responsibly over the last few years and indirectly have been helpful in at least maintaining our source of revenue from the various sources that we have. Directly what the student can do, I don't know, I just don't know. You just can't go out and raise money. I don't think that the approach that they used last year by marching on Concord had any beneficial effect. In fact, it may have had a detrimental effect. You see, a few of these legislators see a guy with long hair and a beard, and the beads and they say all students are bad, they're all hippies. And by God, they're not going to tell us what to do. So the reaction sets in and they give them less. I really don't think that is the approach, although I'm all in favor of peaceful dissent. I like to see it, I personally like to see it when these students become involved in mankind. Really, I wish I had that awareness 10 or 15 years ago when I was in college.

THE NEW HAMPSHIRE: How much can a trustee do to get more money for the University? Do you think part of your job is to lobby for the University at the legislature?

SPANOS: I know a number of the legislators. I have no more influence than any constituent on the street, but I certainly make my feelings known to those legislators that I know in support of the University and raising funds. But to directly effect more money for the University, I don't know how I personally can do it. You know, fund drives that kind of thing, who has the time for it. You've got to get a professional to do that.

THE NEW HAMPSHIRE: Do you agree with the quota for out-of-state students? It is now 25%.

SPANOS: Well, I think under the present structure you have no choice but to limit out-of-state students because of the fact that you have to leave room for in-state students. I'm no judge of whether this is good or bad. But you have also got to remember this, it's the out-of-state student that pays his way and if you are talking finances perhaps they ought to increase the

out-of-state students, although in a practical manner it is impossible.

THE NEW HAMPSHIRE: To the best of your knowledge has the Board of Trustees ever reversed a decision of the University Senate?

SPANOS: Not that I know of. I don't think they have during my tenure.

THE NEW HAMPSHIRE: So the University Senate does have a considerable amount of influence.

SPANOS: The University Senate? Very definitely. Very definitely. Brad Cook represented the Senate at our meetings and he was listened to and I don't recall now who the president of the senate is, but there is no reason in the world why he won't be listened to, too. There's no question about it. That's the only time we see the students and try to understand what the problems are, through members of your Student Senate. That's the only way we can get close to them. I would like to see, and there was an attempt several months ago, the trustees and the students at more sessions together. I would also like to see, which I have mentioned to the trustees before, a greater rapport between the faculty and the trustees. That is something we have absolutely none of. Why? Don't ask me, I just don't understand it. In four years as a member of the Board of Trustees I haven't met one faculty member and I think that is deplorable. And I'm not sure that the faculty members want to meet the trustees, but I know personally, that we have not. I have suggested this and the president said that this could be arranged, but it hasn't been as yet.

THE NEW HAMPSHIRE: Do you think ROTC has a place on a university campus?

SPANOS: Oh boy. Of course the alumni came out very strongly for ROTC. My feeling on ROTC is that the students should make that determination. And if

they feel ROTC shouldn't be on campus, then I don't think it should be on campus. I personally am not at all in favor of the military being involved in any phase of our educational process. This ought to be strictly voluntary on the part of the students. If it is going to be at the University, then it ought to be on a completely voluntary basis. Now as I understand it, presently the ROTC program has been somewhat watered down. Whereby the instructors are no longer, or will not have faculty status. In other words, they won't be professors or assistant professors. Perhaps that's good. I'm in favor of that.

THE NEW HAMPSHIRE: My final questions involve the University newspaper. Do you read THE NEW HAMPSHIRE?

SPANOS: I read it every chance I get.

THE NEW HAMPSHIRE: Do you have any general comments on it?

SPANOS: I think the newspaper is very well done. I think they ought to have a little more in terms of editorializing. Perhaps I respond that way because I'm not involved on campus and so I don't really know what's going on, and when they mention a news release in the paper it really doesn't mean that much to me. I think it carries a lot of good stuff on the Student Senate. It is perhaps a little overloaded with stuff in terms of everyday happenings. But hell, it's the student's newspaper. But I'm looking at it as an outsider. And I frankly enjoy your editorials more than I do the rest of it.

THE NEW HAMPSHIRE: Do you think there should be any censorship of the newspaper?

SPANOS: No. So long as you have responsible people running it. No, I don't qualify my statement at all. No. No censorship.

## Bernard I. Snierston

(Continued from page 11)

to the University, or any university. And if I were to answer that question, my answer would be no. Not everyone is capable or entitled to go on to a university. I don't think the two are inconsistent.

THE NEW HAMPSHIRE: Do you think that the state, then, has the obligation to insure these graduates that some form of education is available?

SNIERSTON: Yes, I do.

THE NEW HAMPSHIRE: Do you think the state is doing that now?

SNIERSTON: I think the state is trying to do that with the vocational schools, with the junior colleges, although the state is not yet involved in the junior college field, the fact that junior colleges are available, in the area of the extension branches, such as the Merrimack Valley branch of the University, all of these things I think need expansion. I think the facilities, the benefits that are available through the University should be spread throughout the state even beyond the geographical location of the University.

THE NEW HAMPSHIRE: What is the relationship between the University Senate and the Board of Trustees? And from that, to the best of your knowledge has the Board ever reversed a decision of the University Senate?

SNIERSTON: I don't think the Board has ever reversed a decision by the University Senate. It has considered decisions by the University Senate and in most instances, certainly under President McConnell, where there have been differences, the matters have been sent back for further consideration and open discussion between the particular and respective committee of the trustees to work out with representatives of the Senate and the rest of the University, to arrive at some proper compromise. I personally have been involved in the matter of the Black Studies Program, and this is exactly what happened. The joint committee representing the students and faculty proposed a program which they asked the trustees to accept. And as Chairman of the Student Affairs Committee, we met with this group, found things that we thought would not be acceptable to the trustees, and worked out a statement of policy and programs which became acceptable, and which I think was mutually agreeable to everybody. The University Senate, I think, is an essential part of the University community and a very valuable asset in the community life.

THE NEW HAMPSHIRE: Do you think that generally the relationship between the University Senate and the trustees is a good one?

SNIERSTON: Yes I do. And I see no reason why it shouldn't continue.

THE NEW HAMPSHIRE: What do you think are the main reasons for the fact that the University of New Hampshire has generally escaped the unrest that exists on many other campuses?

SNIERSTON: Well, I have a personal feeling about that, and it rests with Dr. McConnell.

THE NEW HAMPSHIRE: Do you think ROTC has a place on a university campus?

SNIERSTON: Yes, I do. And I have a particular reason for saying that. I recognize the problems with the military industrial complex and the creation of a society in which wars are inevitable, which I don't believe they are. But I think that as long as we have to have a

military complex, and I'm sure we do as a matter of defense if nothing else, and for nothing else I should say, then I think it would be a tragedy if a military group existed that didn't have the benefit of having its leaders come from a background in which they had the benefit of a liberal college education. I would just shudder to think of a military group in the United States with a training only in the area of war and defense and the military. For this reason I think that it is essential that liberal colleges have a program of ROTC in which the leaders can be trained to take their part in the military life with an understanding of what the university may offer them by way of an attitude towards war. In addition to that I see no reason for a person being deprived of an opportunity if he wants to devote himself to the military. He ought not be deprived of that privilege any more than a person who may want to go to law school or medical school ought to be deprived of the opportunity to train and to study in that field. Those who do not want to go into that field have no compulsion to do so. I see no reason why they should try to prevent someone else who chooses that as his life work from so doing.

THE NEW HAMPSHIRE: What about the quotas that now exist for out-of-state students? It is now 25%. Do you think a quota system for out-of-state students is wise or necessary?

SNIERSTON: It may be necessary, but it is not wise. If it's necessary, it's necessary only with the limited facilities that you have and with the limited money that you have to make sure that you provide for the education of every qualified New Hampshire student. The taxpayer I think has the right to demand that. On the other hand, if you can consistently, giving every qualified New Hampshire student an opportunity to attend the University, open it up to qualified out-of-state students then you lend to the University community a broader base of association and an expansion of the environment which is the right of every student to have. I would dislike to think that a New Hampshire student from a small town would go to a university, any university, and associate and meet only the same people in different forms that he has lived with all his life. I think it is most important to bring into the University people from other backgrounds, other parts of the world, with other interests, in order to expand and develop and give an opportunity to the New Hampshire student to become familiar with that. That, too, is a part of the educational process.

THE NEW HAMPSHIRE: My final questions are on THE NEW HAMPSHIRE, the University newspaper. What generally is your impression of the paper?

SNIERSTON: I think it is an excellent paper. I do read it and am very interested in it.

THE NEW HAMPSHIRE: Do you think that any censorship of the paper should exist?

SNIERSTON: No, I don't.

THE NEW HAMPSHIRE: Unqualified?

SNIERSTON: Unqualified. And the reason that I say that is you can't give with one hand. Say we want you to create a newspaper and then with the other hand take it away and say there shall be limitations within which you must operate. Now, I am sure I am not qualifying that statement when I say also that there are certain laws, rules, regulations, and manners of operation that control all publications generally, and certainly the University newspaper would have no special privileges because it is a University publication. And so, it too would be governed by the same rules and the same laws. And those, of course, extend to matters of decency and of taste and of legality. But beyond those questions I think there should be no censorship whatsoever.



## Frederick C. Walker

(Continued from page 16)

a feeling that we are going to see more of a trend towards the vocational. And to try to give vocational education a better image than it has ever had before. We know that carpenters and woodworkers and plumbers are earning some good fees, and it is nothing to be ashamed of. It is a contribution to the economic world, and they can make a very fine living of it. But for those who want to go on to higher education, I certainly think that if the desire is there they certainly should be afforded this opportunity. I would like to just say this, I think too many parents have high aspirations for their youngsters when there isn't too much to indicate that they should. I think there is a lot of heartache and heart break in this area. Most parents want more for their youngsters than they had themselves and there has been a great push on kids to go on to school. We now have about 50 per cent of our student body in Dover go on to some form of post-secondary education. About 35 per cent of that graduating group go on to a university or college. The others go to technical schools, they go to nursing schools, and the teachers colleges. Most school systems work in this area, in this range anyway, of percentages.

THE NEW HAMPSHIRE: Do you feel ROTC has a place on a university campus?

WALKER: I had two years of ROTC. I guess I used to gripe a little bit about the drills we used to have, but I liked it. I liked the chain of command, I guess I liked the marching music and the order, the order

that seemed to be in the whole operation. I served three years in the Navy later on and I liked the military. I can understand the reaction of a lot of the students, that this seems to be a military buildup and so on and so forth. And I have followed with interest whether they should get grades or not and this sort of thing. But I have been through ROTC and found no objection from a philosophical point of view. I just thought it was another course to take, and I enjoyed it. I think there was a lot of leadership developed in some of the sessions we used to have, where a young corporal would march his squad down the embankment on the athletic field and get into these little boxes. It demanded a little thinking and taking the whole bit seriously. I don't know, I can see some of the objections but I wouldn't say that ROTC is bad. I think I'm inclined to look at the positive things anyway, and make the most of them.

THE NEW HAMPSHIRE: My final questions concern THE NEW HAMPSHIRE, the University newspaper. What has been your general impression of THE NEW HAMPSHIRE in the last year?

WALKER: Well, it certainly fits and better suits this generation of students that are on campus than THE NEW HAMPSHIRE I remember. As I remember, it covered the past events and those coming up and there was never anything too controversial. No one was challenging our foreign affairs, this type of thing. There was more concern about the big game or the big dance with the big name band we would bring on campus. Certainly the staff must have its finger on the pulse of things as each issue came out. So they must be giving the people what they want to hear, what they want to read. How

relevant it is to the student body there, I would have no way of knowing. I think they do well in the sports area. I enjoy reading the editorials. I really didn't read the issue that there seemed to be some reaction on. That was the one where, I guess, some of the administration told me they thought they had gone a little too far, maybe in taste. I guess that was the Female Liberation issue. I really didn't see that, I guess it came to my home but I didn't get a chance to read it. But someone thought it's too bad because everything had been going fine and all of a sudden this will give some of our critics a chance to come in there and whack us. And there were such questions as who's the faculty advisor and there is always the question of has he seen it before it went to press. But usually I enjoy reading it.

THE NEW HAMPSHIRE: Do you think there should be any censorship of the University newspaper, by the administration or anyone else?

WALKER: I've been happy with the whole operation, and as I say I haven't read it completely, but I know on some of the articles, some of the administration were a little disappointed. I don't think they were shocked but I think they were a little disappointed. And I did get the feeling that it was a little different type of operation, and I think up until this article and maybe even including it, and considering what it was with a great outburst of emotion, I've been happy with the way it's functioned. And if you say the advisor doesn't see it until after it has been printed, then I'd say you people have been responsible. This happens in all walks of life. It happens in my department, someone makes a boo-boo and we get all excited and we use it as an example to do better in the future.

## Norman S. Weeks

(Continued from page 19)

THE NEW HAMPSHIRE: Do you personally think that ROTC has a place on the University campus?

WEEKS: Yes, I do. I guess I'm of the old school. I just feel it is a philosophy in general that you have to have armed forces whether you like it or not. And there's so much talk about you just end it all, you just go over to Vietnam and bring them home. But it isn't that easy. I would point to the situation in Russia or particularly Czechoslovakia. I'm not saying to you that you should run over there and see. You don't need to, you can read plenty about it. But somewhere along the line you've got to protect this country, whether or not you think it's as good as it should be after 300 years. In many people's minds we're the only place in the world. How do we get through these problems? If we can't do it through our educational arsenals themselves, are we going to leave it to the fellow who seems unfortunate, who doesn't care? Or should we do it with the people who have got a good, solid, liberal, technological education to help us decide these problems. ROTC is a volunteer program now quite different from the old compulsory ROTC that I took. There are enough people apparently on these campuses to take care of this need and want to do it. I think you have a wonderful authority on the campus to discuss it with and that's Dr. Adams. He has always been in the college and an advisor to Dr. McConnell in the continuing education center, and I'm

quite sure that he's on the committee that studied this last fall. Not because he's a graduate of Annapolis, but to me he's a man with a great deal of knowledge and wisdom. I think if you could combine those two you wouldn't have so many world problems as you do today. I think a lot of knowledge, but knowledge without wisdom, is almost worse than not having the knowledge at all. I think we have to have ROTC whether we like it or not. I don't like what's going on today either. I think it would be wonderful if right out of high school everybody had a year of some type of government service. Particularly men, I don't know whether it would be armed services or not. I think men are the slowest gang as compared to the women. If we had a year to see how our government operates and we had a direct part in it, our attitude toward government and our participation in it later on might be quite different. I think at the end of that year, they would know what our defense system is and what defenses are there for. And then go to college. Many of them I don't think are ready to go to college as 17 or 18-year-old graduates.

THE NEW HAMPSHIRE: My final questions are on the University newspaper. What has been your general impression of THE NEW HAMPSHIRE during the past year?

WEEKS: I'd like to see it more, at the present time, to answer your question more directly. But the general format of it, I'm not talking about the content because I haven't seen it hardly at all in a year. But my general impression, this is not being very direct, but I've

heard of things recently that I don't particularly like. It is very much on its own and has been for years. I would like to see it continue in this way, but I think it ought to be in language and general appearance, type of English and so forth, just about the best that you can generate. Because I think the paper has had that reputation through the years. I really do. But I hope really that whatever the problem is with THE NEW HAMPSHIRE it can be fixed.

THE NEW HAMPSHIRE: Do you think there should be any censorship of a university newspaper by the administration?

WEEKS: Well, I hope it won't be ever necessary, for my answer to that question. I just hope that it is never necessary. Some have expressed the opinion that there should be. I don't think so. I think this is a part of your maturity. You grow and show people that you can run that paper as well as the better publications in adult life. On the other hand, the only reason I can see for censorship is that if you went to terrible extremes. What was it Voltaire said, I won't agree with what you said, but I'll defend your right to say it. And doesn't that still apply in our country, and has all down through the ages for free speech, religion, all these things and freedom of the press. But there are still certain restraints that have to be exercised so that you are publishing a top first class newspaper, and I think it is up to the Board of Editors to do so, don't you. I think it rests in your hands, and I hate to think of the day when somebody is going to present to the trustees a demand that we've got to censor this thing.

## George T. Gilman

(Continued from page 18)

meaning that at the completion of two years, someone would be professionally educated or specially trained. Then the option is left open that someone could then go on to a four-year program. I do feel that young people should have the opportunity to be exposed to this area, but I also made a proposal which met with great alarm on the board, that perhaps we should have to start taking the upper 40 per cent of men the upper 30 per cent of women. I'm not sure that this is going to set well with the Women's Liberation Movement, but it doesn't change my mind that our obligations are to the breadwinners. If we do get into a bind in this fashion, and you know the reaction to a proposal of this kind, I would opt for tightening the standards for female high school graduates and still give the opportunity for the male graduates. But let me say also that I have worked diligently to get older students into the University as freshmen. I'm not convinced that I would want my own son to go directly from the high school environment into college. But I have done all that I could to get these returning veterans or fellows who have worked two years, or fellows who have gone to vocational schools the opportunity to go to the University. I'm not quite as concerned with the high school graduate, because I think he's only following the normal trend without really a goal or a path to that goal. If we've got to cut back, I feel that we should do it in the area of high school graduates, and take some of the people who might have worked, been in the service, or had other training for a period.

THE NEW HAMPSHIRE: Do you think the state has an obligation to provide some educational opportunities beyond high school for anyone who wants it?

GILMAN: Everyone who wants it and is qualified. The area of qualifications need not necessarily be academic. Of course I favor the night school programs that are offered in many cities, machine-shop programs and trade programs, so I would consider that part of our educational responsibility and I would hope that we would continue those. But when we talk about educa-

tional responsibility we're not only speaking of a four-year program at the University of New Hampshire, so I do feel that the state has an obligation, state and local communities, particularly the state, to give every person the educational opportunities for which he is qualified and for which he has expressed an interest.

THE NEW HAMPSHIRE: Do you think that ROTC has a place on a university campus?

GILMAN: Yes.

THE NEW HAMPSHIRE: Can you tell me why?

GILMAN: I think that a professional career in the military services is one which a student should not be precluded from pursuing. I think all would agree that the services today require very broad knowledge which is offered at the military academies. It can be as well offered at a four-year institution such as ours. We are a state university, let's not try to change the character of the University of New Hampshire. It's a state university and it has some different functions than does a private college, including an agricultural college, a cow barn, and horsebreeding and things. So I think we have a responsibility in that ROTC does indeed belong on campus. It is voluntary today and there is some attrition which I find discomfiting but it's nevertheless the fact. I would not be afraid to wager that the pendulum will swing the other way and that at some point in the future, the ROTC program might be one of the most attractive programs on campus.

THE NEW HAMPSHIRE: What do you think of the quota system for out-of-state students? Do you think that limiting out-of-state students to 25 percent of the student body is wise and necessary?

GILMAN: Well, I think it's necessary because just this last semester we had something like 4,000 applicants from out of state. It's ridiculous to think we can handle this level. But I think it's necessary because I think one of the responsibilities of those of us who are giving time to higher education is to open up the horizons, to let the people of New Hampshire who graduated from some of the smaller schools or some of the larger schools in our cities have an opportunity to talk, meet, visit, and be exposed to people from

outside the state from all social strata and all geographical areas. I don't think we can go above the 25 per cent. Of course there's also the factor of dollars and cents. People say why do you take out-of-state students at such a cost to the University? Well, in truth, out-of-state students are subsidizing in some degree the education of in-state students and I accept this kind of subsidy.

THE NEW HAMPSHIRE: My final questions are on the University newspaper. What generally has been your impression of THE NEW HAMPSHIRE during the past year?

GILMAN: Well, it's not as newsy as I thought it used to be. It's more given over to a weekly or bi-weekly journal of opinion with news, sports news I read avidly and I usually read it religiously so I really have nothing to compare it with except a NEW HAMPSHIRE that I knew 20 years ago and I think it's absurd. I don't wish to make that comparison because it's altogether different. I really don't know because I don't know what the hard news is, I don't know what the objective is, whether you're writing day-to-day news of new faculty appointments, new courses, a fistfight in the halls, a group of boys intoxicated up at Mendham's Pond. I don't know whether this news is covered or whether it is considered newsworthy by those who publish THE NEW HAMPSHIRE but that's my idea of news, with some editorial opinion properly identified. I would say in that regard that my earlier description fits the current NEW HAMPSHIRE a little better than it's a journal of opinion.

THE NEW HAMPSHIRE: Do you think that there should be any censorship of the University newspaper?

GILMAN: It's impossible to censor it. As you know I wrote a letter about an item that I thought was obscene, filthy, just something that didn't belong, it wasn't even a story, so that if censorship would control something of that kind then censorship should be experienced at that level. I don't say that you can censor an article or a story but I think that when something is totally out of place like that, that censorship is desirable but I'm also knowledgeable enough to know that it doesn't work and won't work.



## Albert R. Furlong

(Continued from page 17)

to build or hold back, and either way it's going to cause problems.

THE NEW HAMPSHIRE: Do you think there should be a quota for out-of-state students?

FURLONG: Well, I think we have to have some form of regulation, but I'm not sure it has to be legislated as it is at 25 percent. The people do look upon it as their University and I think you have to be sure that all the qualified youth of New Hampshire have an opportunity for that facility. I'm not sure what's so magic about 25 per cent, but we've got to have a certain number of out-of-state people and what they bring to the University. And not only to the University but also to the people in the University, to give them an opportunity to see people from all over, not only the United States, but from other countries. I don't think I'd want to see this get out of balance because of financial reasons or something like that, though, qualified students from this state definitely should have an opportunity to go. And even if the state didn't say any of it, I would still feel that way if it was in the state.

THE NEW HAMPSHIRE: Do you think ROTC has a place on a university campus?

FURLONG: I'm going to say yes. Mainly because I had a younger brother who graduated from the University of New Hampshire as a civil engineer, who went to the ROTC program and is still in the service. So because of the fact that ROTC was available to him there, he's been in ever since he graduated from UNH. I think the opportunity for ROTC should be there. We've got young college men who are interested in this type of a life, then why not, since we offer other programs.

THE NEW HAMPSHIRE: What if over 50 per cent of the students were offended by ROTC on campus or did not want ROTC on campus, do you think this would change your opinion?

FURLONG: No. What if 50 per cent of the students on campus were offended because of the forestry program? Would we throw the forestry program out? What if the people of the University felt that this was a four-year University and there was no place for two-year programs because the students who were coming for two years were downgrading them? I don't think ROTC should be required. But if ROTC is on campus and there are students who want it and elect it, why isn't it the same as any other course on campus? As I understand, they are not compelled to take it. They can drop out anytime they want to. I don't think just because the students decide they don't want ROTC, well, tomorrow they could decide they don't want hockey.

THE NEW HAMPSHIRE: My final questions are on the University newspaper. What generally is your opinion of THE NEW HAMPSHIRE?

FURLONG: I think it's a good paper. As I say, I have not read it that faithfully, not every issue that has come out, so I don't know if I can evaluate it one way or the other.

THE NEW HAMPSHIRE: Do you think there should be any censorship of the paper?

FURLONG: Nope. Except that I think the people who put out the paper should follow the practices of good journalism, and certainly be aware of libel and this type of thing. This is the thing in highschool newspapers, and I'm not saying it's true over there. Quite often they want all of the privileges any newspaper has, and get a little bit upset if the administration criticizes them on some of their articles and what not. But, they say we're individuals, this is the truth as we see it, and we want to print it this way, until they do get involved in some serious problems, and I'm talking high school now. Then they come running to us saying come on, I'm just a kid, get us out of this. I think they should be allowed to print what they want to print as long as it follows the same rules and regulations that govern any paper.

THE NEW HAMPSHIRE: What if the administration decided that they were no longer going by these standards, would they then have the right to censor?

FURLONG: I think so. I think so.

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